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ABSTRACT

This annual report presents narrative descriptions of the achievements realized and the problems encountered during 1984-85 by the nine colleges of the Los Angeles Community College District. First, a district overview highlights the imposition of a $50 fee, funding and enrollment declines, vocational instruction growth and development, recruitment drives, and transfer programs that have had impacts on the individual campuses and the system as a whole. Next, narrative reports are presented for Los Angeles City College, East Los Angeles College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Southwest College, Los Angeles Trade-Technical College, Los Angeles Valley College, and West Los Angeles College. Each individual college report includes information on: (1) the college's mission, functions, and goals; (2) instructional programs; (3) instructional support and student support services; (4) community services; (5) administration and planning; (6) administrative/fiscal services; and (7) personnel services. (EJV)

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Los Angeles Community College District

1984•85

COLLEGE ANNUAL REPORTS

VOLUME 1: NARRATIVE DESCRIPTIONS

Los Angeles City College
East Los Angeles College
Los Angeles Harbor College
Los Angeles Mission College
Los Angeles Pierce College
Los Angeles Southwest College
Los Angeles Trade-Technical College
Los Angeles Valley College
West Los Angeles College

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1984-85

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COLLEGE ANNUAL REPORTS 1984-85

VOLUME 1:

NARRATIVE DESCRIPTIONS

January, 1986

Office of Research, Planning and Development

Nancy L. Conrath, Director

Division of Educational Services

Kenneth S. Washington, Vice Chancellor

1984-85 COLLEGE ANNUAL REPORTS, VOLUME 1: NARRATIVE DESCRIPTIONS

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PREFACE

College Annual Reports 1984-85 is a summary record of the achievements colleges have realized and the problems they have encountered during the year. As in previous years, the reports are presented in two volumes, one narrative and one technical, for greater ease in using as references for planning and evaluation.

In this first volume, the narrative reports of the nine colleges are presented. Each individual college report is written according to a format which includes the college's Mission, Functions and Goals; Instructional Programs; Instructional Support and Student Support Services; Community Services; Administration and Planning; Administrative/Fiscal Services; and Personnel Services.

The Office of Research, Planning and Development, Educational Services Division, coordinated the preparation of college narratives, which were edited for consistency of format but not substantive content; they represent the perceptions and judgments of each college.

Annual reports from the District Office and Instructional Television were excluded because purposes and functions, as well as the data provided in the second, technical volume, were not comparable.

A C K N O W L E D G M E N T S

Preparation of College Annual Reports 1984-85 relied upon the cooperative efforts of many people. Persons on each campus coordinated the collection of information for college reports, meeting with department chairpersons and service area managers, and synthesizing information into meaningful, coherent narratives. These coordinators were:

City	Dorothy Griffin	Assistant Dean, Research and Development
East	Kenneth Hunt	Dean, Academic Affairs
Harbor	Patricia Wainwright	Assistant Dean, Instruction
Mission	Janine Severance	Senior Secretary, President's Office
Pierce	William Norlund	Vice President, Administration
Southwest	Mary Borell	Instructor, Special Assignment
Trade-Tech	Thomas Lakin	Vice President, Academic Affairs
Valley	Phyllis Stones	Dean, Academic Affairs
West	Robert Williams	Dean, Planning and Development

Responsibility for coordinating the preparation of the document was assumed by Nancy Conrath, Director of the Office of Research, Planning and Development, with assistance from staff members Dexter Kelly and George Prather. Secretarial support was provided by Connie Rosano and Dora Gonzales.

Chriss Bertelli designed the cover, and Anthony Calderon oversaw the reproduction of the document.

Overall direction in preparing the final report was provided by Kenneth S. Washington, Vice Chancellor of the Educational Services Division.

OVERVIEW

The 1984-85 College Annual Reports provide a wealth of information about the nine colleges of the Los Angeles Community College District through descriptions of activities, constructive self-analysis and statements about future needs and plans. Each report discusses college service areas, mission and goals, instructional and support services, student and community services, administration, personnel and facilities. In all these aspects of the college community, the narratives tell a story that tables and numbers cannot reveal.

The reports of this year's achievements and problems unfold against a background of sharp enrollment declines and budget reductions. The first-time early calendar and imposition of the $50 fee, coupled with delay in granting financial aid requests, were new factors contributing to the largest annual enrollment decline in the history of the District, bringing it down to the level of 1971-72. Cutbacks in the colleges' enrollment-driven funding crippled many essential functions, especially in instructional support and plant maintenance. There were no classified layoffs in 1984-85, but many vacant positions went unfilled. Remaining staff were put under strain from excessive workloads and the need to perform tasks outside the normal scope of their responsibilities. Many routine functions went unperformed. Supplies ran short in many areas and library acquisitions were cut back; equipment deficiencies were compounded by inadequate servicing and repair. Attrition in maintenance staff caused deterioration of both the classroom environment and the overall appearance of the campuses.

Despite these handicaps, the colleges continued to fulfill their mission and excelled in many areas. Instructional programs of quality continued, and many students were honored for high academic achievement. National awards were garnered by student newspapers and magazines. Vocational programs grew in scope, especially in high technology fields. Faculty earned honors in professional activities outside the classroom, increasing their prestige in their respective fields and enlarging their capabilities as instructors. Community services continued to expand the scope of their offerings and increased their enrollment. In many ways, adversity has awakened the creative imagination of staff on all levels and spurred them to maximum effort. College personnel are attacking chronic problems with new ideas, and some solutions have been found.

In 1984-85 there was a drive on many fronts to recruit more students. Nearly all colleges reached out to feeder high schools with recruitment visits and efforts to articulate high school curricula with college programs. Students were encouraged to get on a college track as early as junior high. To attract adult students who may be potential transfers, Harbor featured its Project for Adult College Education (PACE), a program Mission intends to replicate in 1985-86. Fall schedules were published in May, to alert students to the early start, and accelerate the admissions process. Most colleges followed through with wide dissemination of the schedule throughout their service areas, accompanied by advertising and publicity campaigns.

Once recruited and enrolled, students were guided carefully to ensure their retention and success in meeting their goals. Project ACCESS orientations and tests were administered to place students in classes at an appropriate level. Results of this testing confirmed the need for expansion of developmental and remedial programs. The Learning Resource Center (LRC) has been revived at East, where Computer Assisted Instruction (CAI) has been applied to basic skills. City expanded its vocabulary course in Learning Skills, and adapted its components to specific occupational programs. A new tutorial program at Southwest was filled to capacity. Vocational Education Act (VEA) funding supported basic skills training for occupational students at East and Trade-Tech.

Efforts were redoubled at all colleges to reverse the decline of students transferring to four-year institutions. At Harbor, Pierce, Valley and West, potential transfer students were placed in programs designed to guarantee admission to the University of California at Los Angeles (UCLA). These colleges were selected to take part in a "redirect" program, agreeing to prepare overflow UCLA applicants for subsequent transfer.

Support from private industry and special funding, obtained through the District Office of Occupational and Technical Education, compensated in part for shortfalls in basic funding. Contract education classes were designed to fit employers' needs by training laid-off workers or upgrading the skills of current employees. The success of these classes earned for the District the "Keep America Working" award from the American Association of Community and Junior Colleges. The Lockheed Corporation funded the cost of installing Computer Assisted Design (CAD) facilities for engineering students at Southwest and East. Software and instructor training were also provided, and selected students were offered work experience in summer employment. Funds from the Job Training Partnership Act (JTPA), Employment Training Panel (ETP) and VEA continued to support high-technology and other vocational programs. Valuable help was given directly to the colleges from potential employers. Trade-Tech received over $500,000 worth of supplies and equipment from companies represented on program advisory committees. Kaiser Permanente hospitals gave substantial grants to City, Southwest and Harbor.

In a time of changing clientele and shrinking revenue, the need for planning has never been more critical. Some colleges have taken bold steps in that direction. Mission participated in a statewide pilot planning effort and developed a strategic planning process. At Pierce, the entire faculty and administration were involved in an assessment of the college's mission and functions. A process which includes a Planning and Priorities Council was initiated at West. In all cases, the planning process has strengthened communication between faculty and staff.

This year's narratives express a positive and hopeful attitude. Colleges are aware that there is an urgent need for what they can provide and that they must understand and respond to the changing mix of students. A stable and adequate funding mechanism would help them plan and prepare for a future that is sure to be challenging. It needs to be recognized that community colleges are not in a period of decline but of transition.

Los Angeles City College

THE COLLEGE

Community Served by the College

The major geagraphic community served by Los Angeles City College continues to consist of the North Central and South Central areas. According to 1980 Census data the population of over a million persons in this "community" is multi-ethnic, multi-linguistic, and low income. The makeup of the college student body has shown that change in the area has tended towards more ethnic and linguistic diversity rather than less, with an increase in low-income students. Census data indicates that this population is predominately older than 35 years of age, and that 42% of residents 18 years of age or older had fewer than 12 years of schooling and another 28% had only 12 years.

In Fall 1984, 56% of the College's enrollment came from North Central and 23% from South Central. Five to six percent each came from the Western, Southwest and Eastern service areas, and the remaining 5% came from other areas within or outside the District. Most of the small percentages of 6% and below have remained the same from Fall 1983 to Fall 1984. Percentages of enrollment decreases within these areas, however, are not uniform. Enrollment in the Western and Southwest areas dropped approximately 22% each, while enrollment in the Eastern area dropped only 6%, the lowest drop for any area.

Changes in percentages of College enrollment were marked also in the North Central and South Central areas. The North Central area percentage of total College enrollment increased from 53% in Fall 1983 to 56% in Fall 1984. The total number of students from the area decreased only 9% while enrollment dropped 11%.

Of the approximately 600,000 persons living in the North Central area in 1980, 49% were white, 32% Hispanic, 12% Asian and 5% black. The median income for the area was $18,072, below the District median of $23,120. One-third of the population 17 years of age or older had less than 12 years of schooling and one-fourth had 12 years, or the equivalent of a high school education. Only 18% of the population over 17 years of age was between the ages of 17 and 25.

In contrast, the South Central area percentage of total College enrollment dropped 23%, the largest percentage drop and largest in actual numbers, 1,036 students, which is over half the College's total drop in enrollment from Fall 1983 to Fall 1984.

The South Central area population, approximately 453,000 persons in 1980, was more than 40% Hispanic, 38% black, 11% white and 9% Asian. The

median income of the area, $10,991, was barely above the national poverty figure of $10,600 and was the lowest in the District. The median income in some sections of the area was $8,597. One-half the population over 18 years of age had less than 12 years of schooling and one-fourth had 12 years or the equivalent of a high school education. Twenty-five percent of the population 17 years of age or more was between the ages of 17 and 25.

In general, the College's student body reflects the above percentages. Analysis shows, however, that the four large ethnic categories contain great linguistic diversity. For example, "white" includes Armenians, Croatians, and Islamic peoples. "Asian" includes Japanese, Korean, Filipino, Vietnamese, Thai, and both Mandarin and Cantonese Chinese peoples. Census data for 1980 show that the population of the major service areas contained 1.8% or 18,740 Japanese, 2.1% or 27,012 Chinese and 0.2% or 2,328 Asian Indians. These percentages, however, are each well below the 5% Affirmative Action limit, and nowhere near the 36% Hispanic population. Over 26%, or more than 4,000 of the College's enrollees are Asian, representing large numbers speaking many Asian languages and dialects. Further, while the actual numbers of Asian students has remained constant, their percentage of the total student body has increased. It is not surprising, therefore, that nearly half of all entering students tested in 1984-85 selected the English as a second language (ESL) form of the College Placement Examination. Understanding this phenomenon continues to be crucial to the development of instructional programs and services.

The "community" served also includes many District and greater Los Angeles residents who seek enrollment in this College because it offers programs of exceptional quality not available elsewhere in local community colleges. These unique programs include Cinema Animation and Graphics, Cable Television Technology, Dental Assisting, Dental Laboratory Technology, Dietetic Technology, Nuclear Medicine Technology, Occupational Therapy Assisting, Ophthalmic Optics, Public Relations, Radio Broadcasting, Radiologic Technology, Television Broadcasting, Professional Theatre Academy, and Vision Care Technology. The "returning student" who already has a degree is, in increasing numbers, enrolling in health profession curricula as well as other vocational areas such as broadcasting, cinema and television.

Mission and Functions Statement

The mission of Los Angeles City College has been to offer a comprehensive program of occupational and transfer curricula, developmental and continuing education, and community services programs which serve the educational needs of its "community." A full range of services to assist students in their development has been designed but cutback considerably due to budgetary restrictions.

College Goals

College goals represent ideals, not guarantees of complete achievement.

1. Each student who receives a certificate and/or who graduates from an occupational curricula will have the knowledge and skills necessary to be successfully employed in the areas of preparation.
2. Each student who graduates from a transfer curricula will have the knowledge and skills necessary for successful upper-division study.
3. Each student will be able to clarify individual personal goals and values and develop a philosophy of life and means of achieving identified goals.
4. Each student will have the knowledge and skills necessary to be an independent self-learner, communicator, and effective problem-solver.
5. Each student will acquire the knowledge, skills, and appreciation essential for effective use of leisure time.

Institutional Process Goals:

1. The College will offer comprehensive liberal arts curricula, a broad range of certificate and associate degree programs, and continuing education based on the needs of the communities it serves.
2. The College will offer career programs based on projected employment needs.
3. The College will maintain careful articulation with four-year institutions to insure successful student transfer.
4. The College will provide student services, including program planning, career advisement, developmental and compensatory education, financial aid and student activities which facilitate student growth and success in the academic, social, and economic community.
5. The College will develop programs in alternative learning styles to meet the individual needs of students and to insure personal, academic and professional growth.
6. The College will offer students and community residents cultural programs, short courses, workshops, and other educational experiences of interest to them.
7. The College will provide community services programs for local residents.
8. The College will make its facilities and resources available to members of the community for their educational and recreational use.
9. The College will provide equal opportunities for all members of the community through affirmative action policies and practices.
10. The College will provide opportunities for all members of the community to participate in campus governance.

11. The College will maintain a consistent flow of information regarding its activities and programs through appropriate media and organized public relations functions.
12. The College will maintain its physical plant and environment in a manner best suited to support the institution's programs.

College Organization

Except for the District centralization of Financial Aids, no major changes in organization have taken place. An organization chart is presented at the end of this report.

ACHIEVEMENTS AND PROBLEMS

Instructional Disciplines

In spite of fiscal retrenchment and declining enrollment, programs of high quality and student achievement have continued. During 1984-85, over 150 LACC students, representing all ethnic groups and instructional disciplines in both transfer and vocational curricula, received scholarships for outstanding achievements. In business alone, scholarships totalling over $8,000 were awarded to 60 students.

At the January Dean's Honor Tea, 566 day and evening students were honored for their high academic achievement; and at the May ceremony another 548 students were honored. At these ceremonies 104 students were honored with the prestigious President's Distinguished Scholar Award for having been on the Dean's Honor List for three consecutive semesters. "The students honored are a testament to the College's open door policy and low fees which make higher education accessible to all California residents," said LACC President Dr. Stelle Feuers. "LACC's students reflect the changing character of Southern California and many are recent immigrants who have made Los Angeles their new home."

Students from programs in athletics, cinema, forensics, journalism, photography and theater also continue to garner large numbers of awards. The LACC Collegian was the recipient of eleven awards at the annual conference of the Journalism Association of Community Colleges. All members of a recent graduating class in Radiologic Technology passed the National Registry Licensing Examination and are employed as radiologic technologists. The high employment rate of graduates of this and many other LACC programs further attests to the accessibility of the College, the quality of its programs and student achievement.

In Fall 1984, most disciplines lost enrollment at the College's overall 11% rate, with some variation. Four major discipline groups--Letters, Business, Arts and Mathematics--accounted for 45% of the College's WSCH,

approximately 10% each. Letters, with the largest WSCH, showed a 4% gain; Business lost 10% while Arts and Mathematics each dropped 6%. Each loss is less than the College's average, and for the four combined the loss is only 2%. Of added significance is the fact than in Art the rate of decline in WSCH decreased noticeably; the annual decline was 20% in Fall 1983 compared to only 6% in 1984. Losses diminished also in Fall 1984 over Fall 1983 in Physical Sciences, Biological Sciences, and Family and Consumer Studies.

The percentage total for the Taxonomy of Programs (TOP) code 1500, Letters, is very misleading. The group includes English, Speech, and Philosophy. Hidden within the overall 4% gain is the large, 26% loss of WSCH in Philosophy, a medium-sized subgroup. Further analysis of English enrollment shows that 66% is in English as a Native Language (ENL) classes and 34% in English as a Second Language (ESL) classes. The average class size of ENL sections is 31 compared to 39 in ESL. Enrollment increases were also slightly higher for ESL than ENL courses, at 19% compared to 18%. Speech enrollment shows 53% ENL and 47% ESL; the average ENL section enrolled 27, the average ESL section 30; ENL enrollment lost 15% and ESL gained 5%.

Developmental Communications, with 68% of the enrollment in TOP code 4900, Interdisciplinary Studies, offers the third large block of courses in English language skills. Within Developmental Communications, 37% of the enrollment is in ENL and 63% in ESL courses. The average ENL section enrollment dropped 22%, but ESL enrollment gained 1%. Further, ESL enrollments gained in the three major areas offering such instruction, with consistently larger class sizes than in ENL instruction.

Size, however, is not the only measure of strength. The Radio-TV program lost only 10 students out of 1,289, and Engineering 33 out of 1,265.

Losses continued to increase in Fall 1984 over Fall 1983 in Social Sciences, non-developmental Interdisciplinary Studies, Foreign Languages (where a 3% gain in Fall 1983 was followed by a 16% loss in Fall 1984), Computer Science, and Psychology. Of special concern are two large losses; 22% in Social Sciences, which followed a 14% loss in 1983, and a 28% loss in Psychology, the largest single loss, which followed a 17% drop in 1983. In Fall 1984, Social Science-WSCH was 9,813 and Psychology WSCH 5,010; the latter represents a drop of over 40% in a two-year period.

The College instituted the use of the ACCESS test in place of its current tests for ENL students taking the College Placement Examination. Since the ACCESS Program had not yet provided an ESL form of the test, the College continued the use of the Michigan test for ESL students. Over 8,500 new students were tested; 54% chose the ACCESS ENL test and 46% chose the Michigan ESL test. With minor variations, the numbers of students from Asian and Hispanic backgrounds are very close to the numbers of students choosing the Michigan ESL form of the test. Although the number of new students choosing the Michigan ESL test declined by 2% over the previous year, the enrollment in ESL English language instruction increased.

Student goal definition and therefore choice among programs and courses has shown an increase of 7% in transfer and 3% in vocational goals, accompanied by a decrease in unknown or undecided purposes. The 36% of unknown or undecided responses is still greater than either the 35% choosing transfer or the 23% electing vocational goals. A small percentage, 6%, chose the general education Associate Arts degree as a goal.

Transfer. The major problem in improving the transfer rate has been the lack of mechanisms available to identify and follow the potential transfer student. Identifying specific transfer objectives is the first step in assisting the current third of the College's enrollees who have stated transfer as their educational goal. There have been identifiable transfer courses but not identifiable transfer programs.

The College began to identify individual transfer students with the initiation of its minority student transfer program, funded by the Ford Foundation in 1983-84 and awarded additional support for 1985. Building on interest generated by the Ford pilot program, a Transfer Task Force was established to address ways which LACC could enhance transfer opportunities for students. Over 40 faculty members were involved in the work of the Task Force, which developed an Honors Transfer Program to be initiated in the Fall 1985 semester. More than 50 faculty members have expressed an interest in teaching Honors courses. Recruitment of students for enrollment in the program and its courses began in May 1985 and continued throughout the summer.

Vocational. The trend among the 23% of students declaring a vocational goal in Fall 1984 over Fall 1983 was slightly away from simply acquiring job skills, -1%, and toward acquiring a certificate, +1%, or a vocational AA degree, +2%.

The health professions group continued steady with gains balancing losses; the group as a whole matched the College's overall percentage decline. Further, there have been only random gains and losses within programs when considering Fall 1982, Fall 1983, and Fall 1984. Of note is a new segment of the Dental Assistant practitioner program in which its students, under the supervision of University of Southern California dentistry students, will provide dental prevention services for LACC's students.

Two new student intern programs are expanding training for employment. One, within the Administration of Justice program, places students as "cadets" under the direction of Campus Safety and Police Captain Richard Devlin, as well as in outside agencies such as the Los Angeles County Jail, Sybil Brand Institute, the East Lake Juvenile Hall and other police, correctional and court agencies in the Los Angeles area. Additional details on the campus "cadet" program are supplied in the "Security and Safety" section of this report. The second intern program will place real estate students in local mortgage companies, escrow offices, real estate

and commercial brokerages, banks and construction companies. The real estate curriculum has been revised and restructured to meet current industry employment needs.

The recording arts option of the Radio Broadcasting curriculum has proved to be highly successful, and is currently enrolled to capacity because the industry needs more skilled audio technicians. Many more students apply than can be accommodated with present equipment.

Developmental. Enrollments in developmental English language skills courses in the Developmental Communications, Speech and English departments have been noted above. The College's programs are impacted and options concerning present and future needs in these areas have top priority and are being addressed. The need for ENL programs has not been replaced or diminished by the growing ESL needs but has continued strong. There is increasing recognition among students that the acquisition of adequate English language skills--reading, writing, speaking, understanding--are basic to success in any of the College's curricula, transfer or vocational.

Achievements in all of the above courses and programs progress toward Student Performance Goals 1, 2, 3, 4; and Institutional Goals 1, 2, 3, 4, 5.

Instructional Support and Student Service

Library and Learning Centers. Use of the Library's services and collections has decreased and hours have been reduced. Lower budget and inflation keep acquisitions minimal. The LACC Emeriti Association continued its generosity to the library and its concern for high quality education on campus by presenting its latest gift, "The Encyclopedia of Psychology"; two of its contributors are LACC psychology professors--Dr. Arthur Lerner and Dr. Eve Jones.

The Learning Skills Center (LSC) had a 15% increase in the total number of students served. Tutoring had the greatest increase, while there was a 10% decrease in enrollment in the Center's basic skills courses.

The College's LSC was the first in the District to receive ADA for tutoring. Learning Assistance 900, Supervised Tutoring, approved during Spring 1985, is a course available to students referred by faculty for tutoring in the Center. Learning Skills 24, Theory of Tutoring, offers training for new tutors. Learning Skills 3, Vocabulary, was expanded from 1 to 5 units, and now has components to complement the following occupational departments: Optics, Nursing, Office Administration, Family and Consumer Studies. An ESL Grammar module is being developed to provide individualized instruction to ESL students who have difficulty in writing.

The non-replacement of staff created problems in program continuity, curriculum development, tutor training, media, and recordkeeping.

Achievements in instructional support progress toward Student Performance Goals 1 through 5, and Institutional Process Goals 1 and 5.

Counseling and Services to Special Clientele. Between July 1984 and June 1985, 32,000 students visited the Counseling Center for appointments. Numerous other students who did not make appointments were given assistance at the counter. Group counseling sessions were held for all probationary, pre-nursing, foreign, business, engineering students, athletes and ex-offender students, thereby reducing the number of individual appointments required and making better use of the reduced counseling staff. College Placement Examinations were administered to 8,600 students, Michigan (ESL) tests to more than 46% and ACCESS (ENL) tests to nearly 54%. These test scores are used as prerequisites for enrollment in 44 courses and 11 departments, including Business Administration, Broadcasting/Cinema/TV, Chemistry, Computer Technology, Developmental Communications, English, Nursing, Office Administration, Radiologic Technology, Speech and Theater.

The full counseling staff was available for registration. A videotape was used to provide enrollment information that answered many questions in advance. Advisement and program approval were given for every student registering in person. Counselors also worked closely with many departments and visited high schools. Because the Psychological Services Center was not replaced, many more disturbed students visited the Counseling Center than in the past. A counselor administered specialized tests as necessary and coordinated services with the Hollywood Mental Health Clinic.

Over 1,600 students used the facilities in the Career Center. The Director visited classrooms on request and made group presentations in the Center.

The Transfer Center, staffed by personnel from local universities, served over 600 students. College Transfer Day was held during the fall in the Student Center, with representatives from California universities and black colleges nationwide.

The Veterans Affairs Office processed and certified 673 veterans for approval of earned educational benefits from the Veterans Administration.

The need and purpose for Educational Opportunity Programs and Services (EOP&S) at the College remains evident. At a time of dramatic drops in collegewide enrollment, the number of EOP&S eligibles identified each year remains constant. Increased numbers of applicants for the emergency EOP&S book grants also demonstrate a rising need for services to the economically disadvantaged.

Program operations have focused on the retention component of EOP&S, the Academic Assurance Program (AAP), and the records and student data pro-

-essing component. The AAP, now in its third year, assisted approximately 800 students on an ongoing basis in 1984-85 compared to approximately 250 students seen in 1982-83. The focus of the AAP is to orient each EOP&S student effectively to the various facets of supportive services available through EOP&S and to assign each to a para-professional counselor for on-going monitoring.

An instrument designed to assess both the cognitive and affective aspects of a student's academic profile was developed this year; it is in the form of a series of questionnaires and interviews. Data collected from this instrument will be used not only to evaluate a student's proclivity to succeed but also to draw some comparison between the EOP&S student population and the general student body.

The program of emergency book grants, designed and initiated in the fall of 1983, has been continued each semester and has proved to be a much needed service. Approximately 1,000 students have applied for this service each semester. Students who qualify for the book grant number approximately 1,600 each academic year. The continuation of this service is currently in question.

The records and processing component handles data in five areas: services rendered, providers, clients, general ledger and word processing. Program evaluation and timely and accurate reporting of student data continue to be the component's main objectives.

In 1984-85, the program had its first formal validation review. The findings of this review have not yet been finalized, but the experience has served to identify procedural and organizational areas which may require revision. In addition, review standards have become a topic of discussion. The swing towards increased accountability and the consequent increased requirement for file documentation has raised serious policy questions regarding access to the EOP&S programs. Increased bureaucratic requirements come at a time when disadvantaged students, the primary target group, are increasing in number.

The review will result in fewer dollars for 1985-86. An equally serious result will be the redirecting of program resources from services to program management.

The delivery of emergency services such as book grants, which require a discretionary decision often on the basis of minimal documentation, has been disallowed. The State's standard of income verification for EOP&S will in effect preclude the program from fulfilling its "over and above" service functions.

Other activities sponsored by the EOP&S program during 1984-85 included college orientation for the surrounding feeder high schools, the annual International Day activities, and the Health Fair.

During 1984-85, Handicapped Student Programs and Services (HSP&S) assisted approximately 450 disabled students with the following types of handicaps: orthopedic, neurological, the learning disabled, hearing or visual

impaired, diabetes, speech defects, and other impediments. Specific services included: mobility assistance (including elevator keys), registration assistance, college orientation, reader services, job placement, vocational, personal and academic counseling, a learning resource room, and liaison with other agencies. Active programs included: the Learning Disability Program, Homebound Program, the Blind Program (Optacon and Braille Instruction), a Personal Development Course for Disabled Students, a Speech Clinic and a Special Services Program (for remedial-skill-level disabled students).

During this period of fiscal constraints the program has had to scale down the amount of services available to each disabled student. Reader services have been cut by 75%. Tutorial services are no longer available, nor is the adaptive physical education program. Job development services are no longer provided and job placement for disabled students has dropped 80%. Counselor availability for students has decreased 25% and course offerings within the Homebound Program have dropped approximately 75%. All equipment and the organizational structure, however, are still in place. Thus, service and programs could be restored immediately if additional funding were granted.

The College has the largest number of disabled students receiving services of any college within the District. It is hoped that future funding will be proportionate to the number of students needing services and to the high standards of quality that have been set by individual programs.

This year is the first of a three-year federal special services grant designed to provide support services to students with severe disabilities or deficiencies. Special services have enabled visually impaired, learning disabled and homebound individuals, as well as individuals needing basic skill intervention, to function more effectively in the academic mainstream and to progress toward their educational goals.

Financial Aid. For the fifth consecutive year, the College's Financial Aid Office has utilized 100% of its Federal allocations in the College Work Study and Supplemental Educational Opportunity Grant programs. The District reorganized and centralized its financial aid operations at East Los Angeles College. The purpose is to improve the efficiency and effectiveness of the program by standardizing policies and procedures, increase ADA by serving a larger number of students, reduce loan delinquency rates, and assure higher utilization of federal aid dollars. The College completed the outstanding Federal Audit with an error factor of .6%, while disbursing $6,957,707 to 11,103 students, using an operation system that was 50% manual.

Admissions and Records. In the early part of 1984, a Principal Clerk was hired who assumed some of the responsibilities that had lapsed during the time when the position was vacant. A telephone sequencer was installed which improved telephone service and reduced the number of calls that staff had to answer.

Steps toward more complete automation have progressed. Automated verifications became operative in April, 1985, and the Office looks forward to a 50% reduction in the time required to process these requests. The next step is automated transcripts. The design and coding have been completed, but modifications must be made to the system to accommodate the form.

The already understaffed Office lost an Intermediate Clerk Typist position, one Transcript Clerk on extended illness leave, a second Transcript Clerk to a position outside the District, and two of three Credit Clerks. Although the Office was able to fill one vacancy provisionally, a backlog developed. One of two waivers to fill these positions has been denied.

With minimal staff, the Office attempted to follow State-mandated guidelines for collection of the enrollment fee instituted in Fall 1984. New procedures required time out for staff to learn the rules and answer student questions. This resulted in additional delays in performing routine office functions.

Student workers have been employed to assist where possible. Their main task is filing student records, program change cards, and applications. Some difficulty in locating records has occurred due to misfiling.

Student Activities. Extracurricular activities experienced growth over the last fiscal year. Thirty-five clubs were chartered and more than 500 program applications were processed. On-campus facilities were constantly being used by various community and civic groups.

The Associated Student Organization (ASO) appropriated 98% of its budget to support a large and varied number of College programs. Because of ASO members' expression of concern over financial aid problems following centralization, the organization increased its appropriation for book grants and emergency loans to $20,000. It gave $10,000 to restore or replace equipment in the Student Center and renovate the Student Center kitchen, and $10,000 for parking meters to increase student and visitor parking. The ASO increased allocations to department and campus groups, funding for the College's student orientation program, scholarships for needy students, and funding to help students pay enrollment fees. In addition, ASO funds permitted the employment of two former District employees to work in the Business and Student Affairs Offices.

The organization also hosted a districtwide student leadership conference, established a student I.D. system for use of campus services, and gave receptions to both day and evening faculty and classified staff honoring their contributions to the College and its programs.

Students continue to be more politically motivated and to want more emphasis placed on information and assistance programs than in the past. Examples include information on programs which address current trends in various fields of education, expanded child care services for day and evening students, more scholarships and financial aid packages, and a health and dental insurance program.

Special Services. In spite of severe staff reductions, approximately 12,000 students were served by the Student Employment Office and about 8,000 were sent to job interviews. Every week from 50 to 60 employers call the Office with new offers of employment, and up to 150 jobs are received by mail. Estimates of how many students actually find employment are difficult to gather because employers often fail to report hires, students do not inform the Office, and many times the job offer is made weeks after the initial interview has taken place. Of the more than 1,700 jobs that were listed this year, closest estimates indicate that over half of them were filled.

The Office is also responsible for the placement of on-campus college work study (CWS) students and for monitoring other on-campus employment programs. Additional services included workshops on how to find a job, lectures on resume preparation, visits to vocational classes to introduce students to interviewing techniques, and videotaped workshops on job interviewing.

The Student Information Center recorded approximately 19,300 requests, and the Re-Entry Center 3300 sign-ins. Peer counselors from the Human Services program assisted as volunteers in both Centers. The Re-Entry Center offered programs throughout the year.

Achievements in student support areas progress toward Institutional Process Goal 4.

Community Services

Non-Credit Classes. The College has one of the largest Community Services programs in the State, offering 2,344 classes and enrolling nearly 30,000 students during the year. In addition to recreational and cultural programs which are provided in response to community interests, the staff cooperates with ethnically diverse neighborhood community service groups in joint planning and the development of a great variety of offerings. There has been a closer articulation between Community Services, the Office of Academic Affairs, and outside agencies. Programs developed in 1983-84 for relicensure of nurses and realtors were active.

In 1985 Community Services was certified as an agency to offer Traffic Violator School (TVS) courses under the court referral program, and anticipates that 2,000 participants will be involved during the initial year of operation.

Program development also increasingly involves cooperative planning by individual faculty and department chairs, to be sure that credit and non-credit needs are not duplicated. Facilities are shared by both delivery systems, extending access to programs for community residents.

Achievements in these community services area progress toward Institutional Process Goals 6, 7, 8 and 11.

Administration and Planning

Long-Range Planning. In 1984-85 the need for college long-range planning became apparent. Toward the end of the academic year a District concept for a strategic planning process was considered as a possible vehicle for addressing the problem. A format and timeline were drawn up to be implemented early in the Fall 1985 semester.

President Stelle Feuers chaired a Task Force on Marketing for the districtwide Committee on Access and Excellence.

Major Research Projects. The College was not able to conduct any major research studies, but several brief investigations were conducted for administrative and accreditation purposes.

Special Fund Development. Special funds were acquired by the College in response to transfer and vocational program needs, and handicapped student needs. The State Chancellor's Office Fund for Instructional Improvement awarded a $21,040 grant to Los Angeles City College to develop a "Math, Science, Engineering and Technology Articulation Model" with the College's predominately minority feeder high schools. The Ford Foundation awarded the College $4,100 to continue to develop Transfer Opportunity Programs. The College was chosen by the State Chancellor's Office as one of sixteen institutions to establish a Transfer Center in the coming year; the grant covers a three-year period. Since a major goal of the College is to assist the transfer student to succeed, special funds could not be better placed.

Special funds supporting vocational programs served another major goal of the College, to provide high quality laboratory instruction for occupational students. Vocational Education Act (VEA) allocations were the largest single source of funding, and most awards were from this single funding source. A total of $430,627 was distributed in ten categories. Over a third of these funds paid for new equipment, critical at a time when the College has no regular equipment budget, and when students particularly need the benefit of training on up-to-date equipment in order to qualify for employment.

Kaiser Permanente Foundation Hospital, West Los Angeles, awarded the Nursing Department $17,760 to fund a recruitment, evaluation and admissions program for prospective LACC nursing students. Ophelia Long, hospital administrator for the Kaiser Foundation Hospital and past graduate of LACC's nursing program, officially presented the award to the College. The program will diagnose the basic skill needs of prospective students and advise them on what classes to take before they enter the LACC nursing program.

The Department of Education Division of Special Services awarded Los Angeles City College $75,000 for programs to assist handicapped students who, because of the severity of their disability or because of a severe deficiency in their mastery of basic skills, need help to succeed in

reaching their educational goals. The three-year grant provides $75,000 each year.

A program to serve clients of the Displaced Worker Training Center, located in the community, was funded through the Federal Job Training Partnership Act (JTPA). Working with California's Employment Development Department (EDD) and the Los Angeles Business Labor Council, the program screens unemployed workers referred to it by local EDD offices, assesses their abilities, provides training for basic skills using the latest audiovisual methods, and provides job placement assistance. The objectives of the program are to help displaced workers relocate to a job using newly acquired basic skills, and to find positions that may offer training opportunities which develop new skills or upgrade existing ones. Two other projects were funded by JTPA. One is the Second Start Program for senior adults which has completed its ninth year training participants for new careers and helping them enter the job market. Another is with the Los Angeles Unified School District and LACC and provides classes for 250 11th- and 12th-grade students from ten feeder high schools. Sessions introduced participants to careers in high technology and allied health occupations, and provided an overview of the College's programs in these areas.

Other Projects. Six major program accreditation self-studies were completed, as well as the College's Five-Year Review report for the Accrediting Commission for Community and Junior Colleges. A team from the Commission visited the College in February, along with two American Dental Association teams, and the California Board of Registered Nursing team visited in March. Self-studies of three programs, one in dietetics and two in food service management, were reviewed by their respective professional organizations without site team review. The College and all six programs were accorded full accreditation.

The College also assists in the accreditation process at other institutions. For example, Gwen Spears, Professor of Nursing at LACC, is a member of the National League for Nursing accreditation team for the Western Region. She served on an accreditation team visiting Tarrant Community College in Fort Worth, Texas last spring, and expects to serve again on a team in 1985-86.

Public Information. Public Information services, centralized in the District office since October 1984, has focused increasingly on student recruitment strategies. Between October 1, 1984 and May 31, 1985, more than 125 news releases and media announcements were sent to more than 100 local media outlets.

Results of several successful public relations campaigns have focused attention on exposure in the Los Angeles Times and other metropolitan dailies. The Los Angeles Times ran feature stories on City's real estate program, community service classes, and on a graduate from the speech program, True Boardman. Boardman had been named one of five outstanding community college alumni of the year by the California Association of Community Colleges, having been nominated through the efforts of public information staff.

Community Relations. Major community relations efforts have been noted above, and include counselor visits to feeder high schools, high school student orientation and visits to LACC, contacts with the Employment Development Department (EDD) and the Los Angeles Business Labor Council on continuing the Displaced Worker Training Center and the Second Start program, and contacts with the Los Angeles Unified School District in providing the Saturday program for high school students. In addition, the National Aeronautics and Space Administration (NASA) presented a series of lectures and workshops at the College on aerospace research activities and careers in the United States; 35 students and five instructors from the Toho Dental Institute of Tokyo, Japan, participated in a two-day seminar at LACC given by the College's Dental Technology Department; LACC "adopted" the nearby Alexandria Elementary School as part of the College's participation in the "Adopt-A-School" program; EOP&S and the College hosted a successful Health Fair; and the Los Angeles/Orange County Region of the American Red Cross extended "heartfelt thanks" to Maria Lyons and Erica Timmerman for their support and coordination of blood drives held on campus.

Administrative/Fiscal Services

Facilities. A major project was begun in conjunction with the Braille Institute involving the construction of a secured parking structure exclusively for students.

Security and Safety. The campus has moved toward achievement of a safe environment. The intern program for Administration of Justice students, which utilizes up to 43 students as security trainees on the campus, has been very successful. The program not only assists officers but increases the visibility of security throughout the campus. Interns participated in over 4,700 hours of service. Crime showed a significant drop, demonstrating the advantage of having the interns as well as the effect of declining student/staff populations.

Plant Operation and Maintenance. The greatest problem in this area has been continued reduction in custodial, gardener/groundkeepers, and maintenance personnel. Emergency, safety and health requests are handled in a timely manner, but all routine maintenance and programmed repairs and services are done only when time permits. Major concerns are the functioning and condition of plumbing, heating and air-conditioning installations and equipment, and the possible hazards involved when only one qualified person is available for a job. This person must sometimes work alone in a dangerous area. Some services for which there are no personnel must be contracted out. This greatly increases the time required to get jobs done.

Energy Conservation. The computerized energy management system, installed in 1981, continues to function well and has proved to be a wise investment. After dramatic reductions in the first two years, power consumption

has leveled off. New computer installations have required added electrical loads and air conditioning use; therefore energy costs are expected to rise slightly.

Budget. The College Budget Committee met a number of times for information briefings by the president, and to make recommendations on problem areas. The composition of the Committee represented major segments of the College. Budget considerations mainly dealt with equitable distributions of painfully restricted Component I allocations.

Achievements in administrative and fiscal services areas progress toward Institutional Process Goals 10 and 12.

Personnel Services

Procedures and Recordkeeping. Improved efficiency resulted from expanded on-line access to the District mainframe computer. The ability to enter encumbrances on an access terminal cut processing time in half. This new time-saving procedure continues to be a tremendous help in this period of staff shortages, as has the ability to utilize terminals for budget transfers. The Payroll Unit finally received a terminal and were able to check confirmations quickly, and speed up the paying of employees with new assignments.

Affirmative Action. There were decreases in the College's workforce in all seven of the District's established Equal Employment Opportunity (EEO) occupational categories. Remaining unmet goals are predominantly for Hispanics.

Staff Relations/Labor Concerns. The College pursued an ongoing effort to foster good staff relations and high morale during the 1984-85 academic year, but outside events at the District and State levels overwhelmed College attempts. Fiscal stability and a strong recovery have not yet been possible. The effects on enrollment of the new early calendar, the new enrollment fee, and districtwide recruitment efforts are as yet not fully known.

Staff Development. Over 200 faculty, representing every department, attended numerous meetings and workshops in their respective fields. Representatives from counseling, classified and management staffs also attended workshops and seminars throughout the year.

SUMMARY

Over 80% of the students enrolled at Los Angeles City College come from the North Central and South Central geographic areas of Los Angeles. The population of over a million persons in this "community" is multi-ethnic, multi-linguistic, low-income, and predominately older than 35 years of age. Hispanics and Asians have been increasing and blacks and whites decreasing. Only 28% of the residents 18 years of age or older have 12 years of schooling or the equivalent of a high school education, and 42% have less.

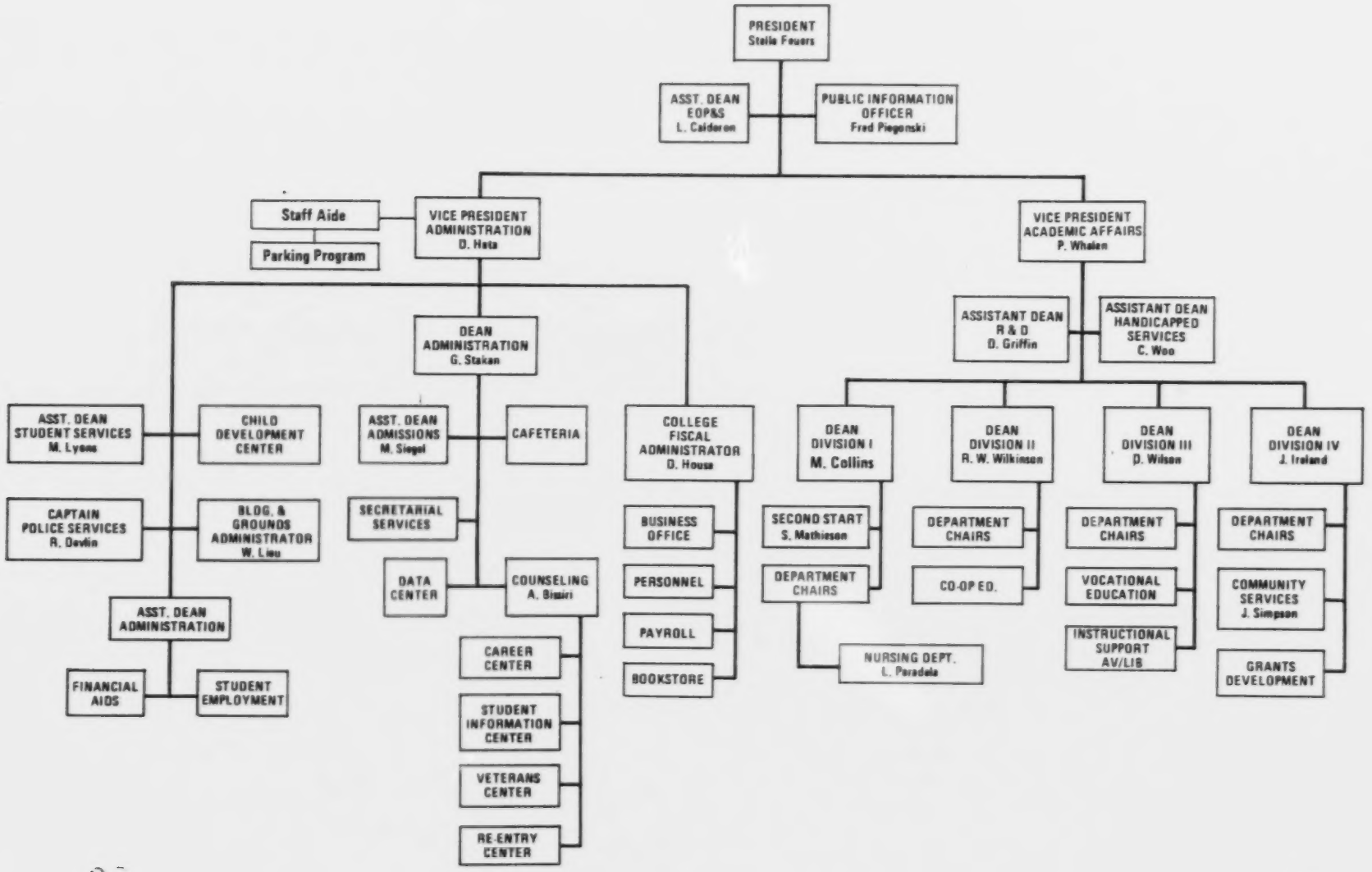
In general, the College's student body reflects the above characteristics. Analysis shows, however, that the four large ethnic categories contain great linguistic diversity. For example, "white" includes Armenians, Croatians, and Islamic peoples. "Asians" include Japanese, Korean, Filipino, Vietnamese, Thai and both Mandarin and Cantonese Chinese peoples. Among more than 4,000 Asian students, 26% of the College's enrollment are native speakers of many Asian languages and dialects. It is not surprising, therefore, that nearly half of all entering students tested in 1984-85, over 8,500, selected the ESL form of the College Placement Examination. Understanding this phenomenon continues to be crucial to the development of instructional programs and services.

The decline in collegewide enrollment from Fall 1983 to Fall 1984 continues to show a generally even distribution across the curriculum. The College Placement Examination program, using either ENL or ESL tests, has expanded to provide entry level scores for a number of disciplines and programs in addition to English. Diagnostic testing prior to enrollment, accurate placement and remediation when needed, and the pairing of academic courses with appropriate skills courses have all been integrated into instructional and advisory programs. These efforts continue to promote the academic success of students, raise academic standards and support individual incentives to achieve educational goals. More students seem surer in defining their education goals. Results from a recent District survey show that at City the number of students checking "undecided" goals has declined, while the number checking "transfer" has increased. English, business , mathematics and music programs which serve both transfer and occupational curricula continue very strong. The health professions group has maintained overall steady enrollment, with very high employment following completion of training. The College's ESL program is large, with 44% of its enrollment in transferable courses and 56% in developmental/prerequisite courses.

One measure of the strength and stability of the College is the WSCH/enrollment rate. From 1980 through 1983, in spite of enrollment fluctuations up or down, this rate remained at 10.1; and in 1984 it increased slightly to 10.2. This rate at City is exceeded only by Trade-Tech at 12.7, and exceeds the District rate of 9.5. The higher City rate also reflects the large number of laboratory courses in health occupations, sciences and the arts.

All instructional and support services continue to feel the adverse effects of reductions in personnel and resources. For example, several instructional departments which depend heavily on hourly instructors experienced declines in WSCH when cuts in the hourly budget led to cancellations of classes, some of which were five-unit offerings. Further, severe reductions in staffing levels continue to have a drastic impact on productivity levels in the Admissions Office. Reductions in maintenance and staff have resulted in long delays for other than emergency requests; and reductions in custodial staff have resulted in an unacceptable standard of cleanliness throughout the campus. The loss of key clerical support in administrative offices have meant long delays in meeting some deadlines in a year when the first early calendar, combined with budget uncertainties, imposed even shorter lead time for such activities as class schedule preparation and personnel processing. College staff continued to respond to changing conditions in creative ways, striving for greater efficiency and effectiveness within the limits of fiscal and personnel resources.

ORGANIZATION CHART
Los Angeles City College



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East Los Angeles College

THE COLLEGE

Community Served by the College

The demographic profile of the area surrounding East Los Angeles College (ELAC) reveals a community in transition. The community to the north has become a major Asian-American population center. The area to the south and west continues to have the largest concentration of Hispanics in North America outside of Mexico City. In its urban setting, the College serves residents of fourteen incorporated cities and unincorporated portions of Los Angeles County. The College adjoins three large unified school districts (Montebello, Monterey Park, and Los Angeles), and its service area includes major hospital, commercial, and industrial facilities. East Los Angeles College's student population continues to be predominantly Hispanic (63% in Fall 1984). Newly arrived Asians have caused a rapid increase in that segment of enrollment (15% in Fall 1981; 20% in Fall 1984). Women comprise 57% of Fall 1984 enrollment.

In addition to the social changes evident on campus, the community itself is undergoing significant development. A major complex of multi-storied industrial and office buildings a few blocks west of the campus has just begun to be occupied. That redevelopment includes a new, prestigious restaurant and new construction and renovation in the surrounding industrial area. To the east, a second multi-story business complex is under construction, and south toward the Pomona Freeway a major shopping mall and restaurant development is nearing completion. Three nearby hotels have opened for business within the past two years.

Mission and Functions Statement

The mission of East Los Angeles College is to provide a comprehensive postsecondary educational program and a student support system relevant to the needs of a heterogenous population and to encourage individual students to reach their highest potential.

Functions include curricula for lower division transfer, general and vocational education leading to the associate degree, adult basic skills, continuing education, guidance, and community services.

College Goals

In order to implement its missions and functions, the College will:

1. provide an effective university transfer program;
2. provide an effective vocational education program;

3. explore and provide innovative ways of enhancing the instructional programs;
4. provide effective student support services;
5. maintain the intellectual and physical environment of the College in ways that will enhance the achievement of students, faculty, and staff;
6. offer continuous programs of professional growth and development for College faculty and staff;
7. provide educational, cultural, and recreational programs which serve community needs;
8. provide an effective continuing education program, and
9. develop management and decision-making systems which are goal-oriented and which provide for participation by the entire campus community.

College Organization

A few name changes and some positional realignments appear on the College Organization Chart. Don Saguchi has been selected Vice President of Academic Affairs and Frank Alderete has been named Acting Vice President of Administration. The position of Dean of Student Services remains vacant. A chart illustrating the administrative structure of the College is presented on the final page of this report.

ACHIEVEMENTS AND PROBLEMS

Instructional Programs

Transfer. In Fall 1984, 53% of East Los Angeles College students stating specific educational goals declared an intent to transfer. This percentage, which amounted to 11,966 students, was up from last year's 50%. But in that same semester, only 398 students from East transferred to University of California (UC) or California State University (CSU) institutions. This implies that only a small fraction of students stating transfer goals eventually do transfer.

Architecture is a program with both transfer and occupational responsibilities. The College placed a record number of transfer students in architectural schools this past year. The active student chapter of the American Society of Engineers and Architects at East maintained high student morale and has encouraged students to transfer. Chairman Robert Weiss was selected by the Architectural School at Cal Poly, Pomona, as a special consultant for Sophomore Design Studios.

In order to increase the vitality of Chicano Studies, the department hopes to develop new course materials pertaining to Latin America. The department was involved in a Forum on Central America and continues to be active in Cinco de Mayo programs. Chairman Ray Ceniceroz has been invited to virtually every Latin country to give workshops on track and field events. His book on that topic, in Spanish, is being published.

A Lockheed Corporation grant, coordinated by Engineering Department member Ray Van Couvering, served to introduce ELAC Engineering students to their future careers in meaningful ways, such as providing summer employment for full-time students. The Department began an attempt to track the progress of its graduates, especially those who continued on to four-year universities. The Department has some critical unmet needs in the area of facilities improvement. A major problem is the lack of air conditioning; indoor temperatures passed the 100 degree point in mid-August. Installation of high technology Computer Assisted Management (CAM) equipment as yet is only a promise. Special efforts are under way to meet these and other needs of the Engineering Department.

The English Language Laboratory Committee was revitalized and the Lab itself benefitted from installation of air conditioning. But most English classes are still given in sweltering bungalows. Department member Rose Najar is in the process of developing a "Puente" project, patterned after successful programs in Northern California community colleges, wherein a teacher, a counselor and a mentor (role model) team together to raise the English achievement levels of students. The Puente models are known to produce results whereby "D" level students are made ready for successful entry into English 1 within one year.

Although its faculty was reduced to one full-time instructor, the Journalism Department put out 28 issues of the award-winning Campus News, and kept its Spanish-English Bilingual Program alive. The Department also acquired new typesetting equipment. Department Chairperson Jean Stapleton served as editor of NOW L.A., a monthly magazine of the Los Angeles Chapter of the National Organization for Women.

Physical Education enjoyed high enrollment in spite of cutbacks. The Women's Physical Education Department has consolidated its offerings to those taught by full-time staff, and in the process has maintained high enrollment. Improvements such as heat control, drinking fountains, and a paint job have been made in physical education buildings. But diminished custodial and gardening help has created conditions which are unclean and hazardous, and have contributed to a lowering of morale.

The Department hopes to increase its offerings in the future to meet student demand, reinstate competitive sports and dance production, and develop a fitness center. Other plans include in-service training in physical fitness teaching, reinstitution of major classes, and an update of Health 10 audiovisual materials.

A major project for the Psychology Department was researching and planning a program for foster parents. Work on the development of appropriate courses was planned for Fall 1985. The Department intends to establish a close liaison with the Learning Resource Center and Project ACCESS, the districtwide assessment/placement program. Chairperson Dave Fisher has accepted the responsibility of co-chairing the Accreditation Self-Study, which will culminate in a team visit during Spring 1986.

The Theatre Arts Department completed its first year with a reduction to one full-time instructor, yet was still able to offer six theater productions. The Department plans to work on recruitment.

Restricted budgets have not prevented the continuation of the innovative Small College instructional programs, sponsored by the Speech Department; Speech Clinics are also active. The Department intends to build a forensics program, establish an operational radio station and work on curriculum matters related to speech. Rita Law, an instructor in the Department, participated in an International Speech Pathology Conference in Russia in 1984, and Daphne Bennett, another Speech instructor, participated in two International Conferences in Europe during the summer of 1984.

Vocational. Recruitment in 1984-85 of ELAC Administration of Justice students for career and part-time positions was at an all time-high. Salaries for recruits were up to $25,000 per year, but positions went begging; opportunities will continue for years to come. The Administration of Justice Department has attempted to maintain a viable Fire Technology Program, but needs the dedication of a full-time instructor to carry on the program in an increasingly competitive environment. Other objectives of the Department include the completion of its video transfer system and the restructuring of programs in the face of revised transfer and associate degree requirements.

Allied Health programs received special recognition this year. Respiratory Therapy was given a five-year accreditation by the Joint Accreditation Review Committee, and also incorporated a computerized clinical simulation laboratory. Through the efforts of Dr. Sam Poolsawat, another electron microscope was donated. The Allied Health Department wants to develop funding to provide a videotape computer system for instruction, and to organize a scholarship program.

Problems cited by the Department are familiar ones, such as summer temperatures in the 90s; during cold months, rooms are inadequately heated. Custodial services are far poorer than in previous years. Plant Facilities personnel have done their best, but they are short-staffed and under-budgeted.

The first unit of Computer Assisted Design (CAD) equipment for Architectural Drafting arrived this year and will be in operation in Fall 1985. At that time efforts will continue to secure equipment for a full CAD laboratory. The Architecture Department continued its record as a winner in the Design Competition at Cal Poly, Pomona by winning second place in the community college division. But many classes have been cancelled, especially in technical fields. Another problem is disrepair of facilities, especially the vinyl tile flooring throughout the Department.

The Department plans to establish better liaison with all feeder schools in the area, with personal visits to the high schools by teachers and ELAC students.

Significant activities of the Family and Consumer Studies Department included the revision of flyers and brochures, cooperation with the Psychology Department in the development of a foster care program, involvement in the Week of Young Child activities, and a sexual abuse workshop. The Department sees a need to become more active and knowledgeable in funding development, changes in curriculum, and development of strategies for good management.

Goals for last year which will have to be carried over into 1985-86 are the printing of new brochures, expansion of Child Development offerings and the Family and Consumer Studies certificate program. These goals were not realized because of budget and curriculum cuts. Additional goals include the development of a three-year plan, in accordance with the Federal Vocational Authorization bill, to work more actively within their disciplines districtwide and in the Southern California region. The Department proposes to bring the Bilingual-Bicultural Education Aide Program back to East.

Outside the classroom, faculty remained active in the field. Christine Peralta wrote two bilingual booklets in Child Development; Dorothy Dixon produced a computer-based diet analysis program; Mary Norman was a member of the Chancellor's Task Force on Home Economics, and Renee Martinez, Chairperson, served as Secretary for the Southern California Association for the Education of Young Children and was a member of the Los Angeles Mayor's Advisory Committee on Child Care.

The Electronics Department maintained an active Advisory Committee to keep current in the field and to develop opportunities for its graduates. It is remarkable that the Department has maintained such a viable program with its inadequate bungalow facilities. The Department needs new and expanded spaces. A robotics program was to have been implemented but was curtailed due to limited funds. Basic programming was to have been introduced, but classes were cancelled. The Department sees the need for computer equipment which would enable students to develop such skills.

The Nursing Department increased student nurse scholarships, reconstituted its Advisory Committee to represent the total community, saw 75% of its graduates pass the state Board exam, and had a year of active involvement with the community. The Department was handicapped by lack of support materials (films, videos, journals) due to curtailed funds, and lack of staffing for the Nursing Learning Resource Laboratory.

Nursing faculty members were actively involved in their field. Kathaleen Lutz was designated secretary for the Metropolitan Division of the Heart Association for 1985-86. Lurelean Gaines served a second year as Chairperson of the Metropolitan Division Heart Association and Regional Coordinator of the National Nursing Honor Society. Virginia Reeves was named Development Coordinator of the Heart Association for 1985-86.

Developmental. The major achievement of developmental programs was the reestablishment of the College Learning Resource Center (LRC), confirmed by the naming of a Director toward the end of the spring semester. A fire

six years ago preceded the elimination of all LRC functions except the federally-funded Advancement Studies Institute (ASI) program. Vocational departments have maintained certain developmental programs on their own, sometimes aided by Vocational Education Act (VEA) funding. This year the College began to reestablish the LRC as a center for learning skill development and tutoring, and as a place where other developmental programs such as ASI and the VEA funded developmental activities can be housed. An active campus-wide advisory committee is in place to oversee this development and insure that it relates well with the goals, objectives, and student needs within departments.

The College's federally-funded Advancement Studies Institute began a new three-year funding cycle. Significant attributes of the program included Computer Assisted Instruction (CAI) in memory skills, writing, vocabulary building and grammar. Many of the problems of the ASI program are caused by the program's temporary housing in hallway cubicles across from the Admissions Office. It is hoped that the reestablishment of the College's LRC will make possible the relocation of the ASI program to a site adjacent to the LRC.

The ASI program has a goal of assisting a minimum of 300 students during the 1985-86 year. Instructional advisement will be delivered in English, Spanish, and major Asian languages; communication skills will be provided across the disciplines of social science, natural sciences, technology and writing, especially through the use of tutoring. Over 10% of the 1984-85 ELAC graduates were former ASI students.

Faculty. The Administration of Justice Department Chairman M.S. Pena's text, Practical Criminal Investigation, has been adopted by 68 colleges and universities in the United States, Canada, West Germany, and Mexico. Mr. Pena was voted Criminal Justice Educator of the Year 1984 by the California Association of Administration of Justice Educators.

Life Science faculty members Ms. Pat Donnelly and Dr. George Wistreich published new books on anatomy and human physiology. Mike Thompson was named president of the Southern California Association of Respiratory Therapy, and Sam Poolsawat helped plan curricula for the Southern California Society of Electron Microscopy.

Achievements of English Department members included Rose Najar's work with the UCLA English 99 project; Carol Lem's poetry readings; Hal Fox's Presidency of the American Federation of Teachers (AFT) Guild; Paul Vangelisti's book of poetry, and Elena Yepes-Sauceda's reading and literature program for grades 1-6 at Robert Hill Lane Elementary School.

Anthropology and Earth Science Department members have been active. Leon Albert participated in a six-week summer seminar in the People's Republic of China administered by the University of Southern California (USC); Jim Sullivan was a participant in UCLA's Geography Partnership Program, which teams UCLA and ELAC with neighboring high schools to encourage transfer

to the university for geography majors; Gerald Licari continued his research in early life forms and Domenick Miretti served as an ongoing participant in the Geography Forum Series at UCLA. Leon Albert also completed a manuscript on the scientific creationism movement.

Physical Education Department members came into prominence this year: Flora Brussa received the Inspirational Teacher Award from the National Association for Health, Physical Education, and Recreation; Marilyn Ladd was appointed Athletic Director, one of three women in California to head both Men's and Women's Athletics at the college level; and Sharron Deny directed a Swedish Dance Club tour of Sweden and served as the College's Curriculum Committee Chairperson. Clyde Johnson continues to be one of the strong supporters of the College's alumni organization, and chairman Bob Hertel was re-elected District Faculty Senate President.

Instructional Support and Student Services

Library and Learning Resource Centers. This was a year when budgetary restraints forced reduction of library service. Some service augmentation was made possible by reassignment of a fraction of a teaching assignment. One improvement came through the installation of a library security system. Control of ingress and egress should result in curtailment of book losses, which have reached serious proportions during the past few years. Planning is underway to increase the financial resources necessary to bring library services at East to an acceptable level.

Learning resources have been virtually non-existent since the fire six years ago which destroyed the Learning Center. A committee has been meeting for the last few years to plan the reestablishment (described above) of the LRC in the easterly portion of the old Library building, which was in use as an Olympic's Personnel Center during the 1984 Games. Excitement, enthusiasm and optimism surround the activities of those working on this important project.

Counseling and Services to Special Clienteles. The Job Training Partnership Act (JTPA) funded a Center two years ago which provides basic and office skill development to leading to immediate employment. This is a "soft money" project and is presently out of business until or if new funding is developed. Until recently, funding came from the Los Angeles City Private Industry Council (PIC) which serves the geographic area of the City of Los Angeles. East Los Angeles College is located in the City of Monterey Park, and the most needy community for the Center's services is in the County territory north of the campus. City residents had to commute to the Center from four miles west of the campus. Efforts to add County funds and thus open up service to nearby residents were unsuccessful. The future for the JTPA Center is uncertain at this writing.

Extended Opportunity Programs and Services (EOP&S) operated with a budget of over $400,000 and provided tutorial and counseling services, recruitment, orientation, and financial assistance for books, supplies, and

transportation. Some restrictions were felt as a result of a freeze on new staff positions. Accomplishments included staffing of the College Information Circle; outreach public relations efforts with neighboring high schools, libraries, and other community agencies; and the production of a new EOP&S brochure which was printed during the spring semester.

Significant activities in Handicapped Student Services during this past year included implementation of a Learning Disabled Program; removal of architectural barriers, with funding both from the Olympics and from the State, and improvement of computer capabilities which enabled the coordination of handicap services with the new computerized registration system. A need exists for housing space for two learning-disabled instructors. Installation of an elevator lift for the cafeteria was delayed; however, construction is anticipated sometime before the end of 1985. Objectives for 1985-86 include the elevator lift, ramps to "temporary" bungalows, a recruitment program, and increased fund raising for the scholarship program.

Audits of Handicapped Student Services by the District, Vocational Education Administration (VEA), and the federal Trio program found the program at ELAC to be well run and successful. Special accomplishments were the expansion of recruitment efforts to include a luncheon for high school personnel who work with the disabled, and a barbecue for disabled high school students.

Upward Bound aided in the preparation of College Advisors Day, Olympic Volunteer Participation, and Financial Aid Workshops. Seniors in the program met only 83% of the "milestones" assigned to them. One reason objectives were not fully met was the use of an antiquated hand retrieval system. It is hoped that, with the help of a computer, the program will serve 100 high school students and that all of them will enroll in college. A comprehensive operational manual for a non-resident Upward Bound Summer Program was developed and is now in use.

Financial Aid. A major accomplishment this year was the incorporation of a new Enrollment Fee Program serving 2,600 students. Financial Aid awards increased by 30% during the time the program was being adjusted to coordinate with the District's Central Financial Aid Unit on campus. A delay in filling vacancies in the Central Unit posed a problem until late in the year. The Unit is planning for full operation of its computer system next year. This should speed the process of awarding grants. Some of the unaccomplished goals were to fully reconstruct prior years' records and to eliminate personnel shortages. The year 1985-86 should see the development of an extensive publicity/recruitment campaign, an increase in Guaranteed Student Loans, and refinement of the document processing systems.

Admissions and Records. The accountability of student records has greatly improved with the implementation of the online data base system. The availability of such an interactive system has helped tremendously in analyzing and resolving problems and speeding the registration of stu-

dents. But staffing losses have left the office with only one key entry person. Also lost were the day supervising clerk, three Intermediate Clerk Typists and .5 of a Credit Clerk position. Service demands have not been reduced, since the same information must be "keyed" into the computer as was "key punched" onto cards. The Admissions staff has been supplemented by persons loaned from other campus offices during peak load times. Mail registration resulted in only 45% of continuing students registering during 1984-85. The mail registration process was very costly in terms of staffing. The decline in enrollment during the past three semesters seems to be have been increased, if not wholly caused, by enrollment fees, early start, and the imposition of a drop fee. The "in debt" syndrome experienced by many of the students has had a negative effect on college student retention.

Student Activities. Three highlights of student activities this past year were the naming of scholarship recipients, a festive Awards Luncheon, and Commencement. Special programs included a mock political convention and a successful blood drive. The national elections brought numerous dignitaries to campus, including Senator Ted Kennedy, Walter Mondale, Vice President George Bush, and Rev. Jesse Jackson.

Problems faced by Student Activities included a delay in scholarship profiles for Associated Student Organization (ASO) candidates, inadequate communications regarding community and cultural events on campus, and the curtailment of the use of facilities by lengthy registration. Suggestions for corrective action include installing a computer terminal for Student Activities, channeling announcements through the student council, and relocating registration or limiting its duration to two weeks. Next year should be productive for Student Activities. Goals include active participation in the Career Day/Job Opportunity Fair, development of a marquee at Collegian and Floral streets, relocation of the unit now west of the Men's Gym, and a 10% increase in ASO membership. Students were especially proud of the Commencement, the Mock Democratic Convention, and a seminar which they developed and conducted for the Southern California Community College Association.

Special Services. The Child Development Center had a 93% utilization rate, with waiting lists for all its programs. Services of the Center reached 132 children. A survey indicated that the average student-parent was a single female, 20 to 34 years of age, with an income of less than $400 per month. Activities of the Center included the management of a grant from the Child Development Department. This program brought an additional 36 children to the Center. A grant from the Child Nutrition Bureau was received for the nutrition program. The Center served as a site for practicum students from East Los Angeles College, California State University, Los Angeles (CSULA) and the University of California at Los Angeles (UCLA). Visitors and observers from high schools were received throughout the year. The Center celebrated its 10th anniversary this year with an anniversary luncheon, a Districtwide picnic, a presentation to the Board of Trustees, and a hosted Campus Appreciation Brunch and Birthday Party.

Community Services

Non-credit classes. The year started with a reduction in income of $25,000 in the summer quarter, due to the 1984 Olympic Games on campus. However, the Games eventually caused an increase in Community Services and Civic Center income generated in the second, third, and fourth quarters. This is attributed to an increased interest in gymnastics and swimming for children and the increased use of the newly refurbished and air conditioned Ingalls Auditorium.

During the fall quarter, 239 classes were conducted with an enrollment of 3,874. The session was the most lucrative ever, with collected fees amounting to $64,618. A three-quarter report indicated incomes of $109,670 from children's classes, $267,731 from recreation, and $188,698 from education programs. Altogether, 2,173 classes were reported. Total class enrollment for 1984-85 reached 14,257, an increase of 12% over the previous year. As the year ended plans were underway to incorporate the nationally renowned High School Enrichment Program as a regular part of the non-credit class program. A significant accomplishment was Traffic Violators' School, taught in English, Spanish and Chinese.

Community Services' staff were saddened by the illness and death of their supervisor early in the year. Some records were lost and the quarterly registration was chaotic at best. The registration process has since noticeably improved.

Newly appointed director Allison Jones has been elected as the incoming (1985-86) Region IX Representative for the NCCSCE (National Council of Community Services and Continuing Education).

Events. In 1984-85 several very successful events were held in conjunction with the 1984 Olympics. They included musical, folklorico, children and art festivals. Film series and senior citizen programs are planned for 1985-86.

Special Facilities. The Vincent Price Gallery produced five exhibitions of exceptional quality during the past year. They were "Daniel Nakamura: Original Origami", "Howard Warshaw--The Power of Drawing", "Raul Anguiano--Painter of the Mexican Legend", "Ansel Adams and Eikoh Hosoe--Two Traditions in Photography", and the Annual Exhibition of the Student Artists of ELAC.

The sports complexes received a major upgrade, thanks to the Olympics. The Weingard Stadium is now one of the finest medium-sized stadiums in the country. The lighting of tennis courts has brought increased use late into the evening hours. The bright lights have improved the safety for persons going to the tennis parking lot after evening classes. The Swim Stadium has been the site of numerous competitions, and has brought added recognition to the College.

Continuing inadequate maintenance, however, may nullify these improvements in the near future. Already deterioration has set in, especially in the area surrounding the Men's Physical Education facilities.

Administration and Planning

Long-Range Planning. The major planning activity was to prepare for the Accreditation Self-Study Report and subsequent site visit, scheduled for early Spring 1986. Representatives from faculty, classified staff, and administration participated in a training workshop held at nearby Pasadena College. That was followed by the organization of a steering committee, co-chaired by a faculty and an administrative representative. Committees were established and chairpersons named. Most of the detail work of the self-study will take place early in Fall 1985. The accreditation report will show a college in transition, accomodating rapid fiscal and enrollment fluctuations and significant statewide changes in the areas of mission, governance, and funding mechanisms.

Long-range planning is being accomplished not only in the context described above, but also in relationship to major changes in VEA funding and the development of many specially funded projects at East. Among the latter are EOP&S, Upward Bound, JTPA, the Health Careers Opportunity Program, Minority Institutions Science Improvement Projects, a Career Research project, the Lockheed Engineering Project, the Atlantic Richfield Foundation funding of the Math Enrichment Summer Project, the Advancement Studies Institute, and, most recently, the Transfer Center.

Public Information. As part of District reorganization plans, the Public Information Officers were transferred to the District Office of Communications Services and each was given multi-college responsibilities. This reassignment provides a Public Information Officer at the College one day each week.

Even with the reduction of time on campus, publicity efforts have included the dissemination of news releases on a weekly basis to 64 newspapers as well as to local radio and television stations, colleges, high schools, public officials and community advisory groups.

Community Relations. A landmark "Transfer Agreement" was reached between CSULA and ELAC, primarily regarding articulation of our new Transfer Center activities. The signing of the agreement was celebrated at a festive event held at ELAC on June 19, 1985, with both presidents and Chancellor Koltai in attendance.

Arrangements were also concluded with UCLA and the University of Southern California (USC), which provide for a schedule of program advisers from the two universities on-site at the ELAC Transfer Center.

Energy Conservation. During the fiscal year 1984-85, the campus energy consumption was monitored by the shared savings contractor through scheduled operation of campus energy-consuming equipment and buildings.

Other conservation measures, such as a timer for the infrared heater operation in the Swim Stadium, along with replacement of the overhead lighting in that facility, resulted in substantial energy savings, and also earned a $1,300 rebate from the Southern California Edison Company.

The College applied for a grant for construction of a cogeneration electrical plant for the Swim Stadium and other conservation measures. The amount of the grant tentatively approved by the California Energy Commission is $133,000. This is a grant which requires a 50% match, part of which will be solicited from the utility companies. A request has already been made to the Southern California Gas Company for assistance in funding the cost of the feasibility study, which amounted to slightly over $4,000.

A reduction of .06 cent per therm in the pricing rate of natural gas used by the campus main boilers was granted because standby fuel is available for these units.

The Olympic events held on the campus had a negative impact on the energy conservation program, since increased construction activities and operation for the events increased consumption for several months.

Fiscal Office. The Fiscal Office implemented the fee program and successfully surmounted the problems of irate students and computer down-time. Retraining posed a significant burden on the staff, with new faces and new procedures appearing throughout the year. Goals for the new year include accomplishment of the extra work load with a diminished staff, and cross-training of staff on other desks to cover absences and vacations.

Budget. Many long hours were devoted to preparation of the Operational Budget Plan. There was full participation of college faculty and staff. Budget reductions on certificated hourly and classified salaries and non-salary accounts were made during the year, making budgetary efforts a year-long activity.

Personnel Services

Procedures and Recordkeeping. The implementation of on-line personnel reporting procedures in their first full year was successfully accomplished. The Office experienced some problems with personnel training, changes, shortages and the communication of new procedures to all areas of the College community involved with personnel assignments and time reporting. All activities were successful and future training is planned to correct system and communication problems.

Affirmative Action. Strides are being made in the direction of set goals toward the representation of women and minorities in the ELAC workforce. Women and minorities constitute 37% and 33% of the faculty, respectively, and increases in these percentages are expected. There continues to be disparity of representation in the different areas of the classified service.

Staff Relations. Implementation of employee contracts proceeded with good results, in spite of occasional disagreements, most of which were resolved at initial staff/management discussions. A member of the administration has been designated to study likely areas of concern to avert difficulties.

Staff Development. Reduced funding brought about a consolidation of functions under fewer individual staff members, which necessitated on-the-job and self-training throughout. The District held two all-faculty activities as part of the Flexible Calendar. There was broad participation by ELAC faculty. Lack of funds prohibited extensive participation by faculty and staff in off-campus seminars and professional activities. The College embarked on an Accreditation Self-Study for which the involvement of the entire staff has been sought. This activity promises to be an excellent avenue for staff development.

SUMMARY

East Los Angeles College serves a community which is undergoing both demographic and physical changes. The large and increasing Asian population to the north is receiving national recognition; to the south and west can still be found the largest Hispanic population in North America outside of Mexico City. A newly opened regional shopping mall is located in Montebello, to the east of the campus. West of the campus a complex of multistoried commercial buildings is beginning to be leased to major tenants.

The College completed an active year as host to the Olympic Field Hockey events. Fortieth anniversary activities are just beginning, and the College is undergoing the self-study process leading to a tenth-year accreditation visit.

East was chosen as one of the seventeen sites for a Transfer Center, and has forged a creative and active partnership and transfer agreement with California State University at Los Angeles.

New, albeit familiar, faces were seen in both vice president positions. Most administrative changes were transfers within the College.

Special programs have been on the rise again at East. The Minority Premedical Research Studies program was refunded, and special funds continue

to support Upward Bound, the Health Careers Opportunity Program, Minority Institutions Science Improvement Projects, the Math Enrichment Project and the Advanced Studies Institute. Capital improvements related to the Olympics benefitted the College, and external funding provided supplemental resources for the Child Development Program and for energy conservation.

The College went through its first full year under the District's on-line registration system. From all accounts the experience resulted in significant improvements in service to students.

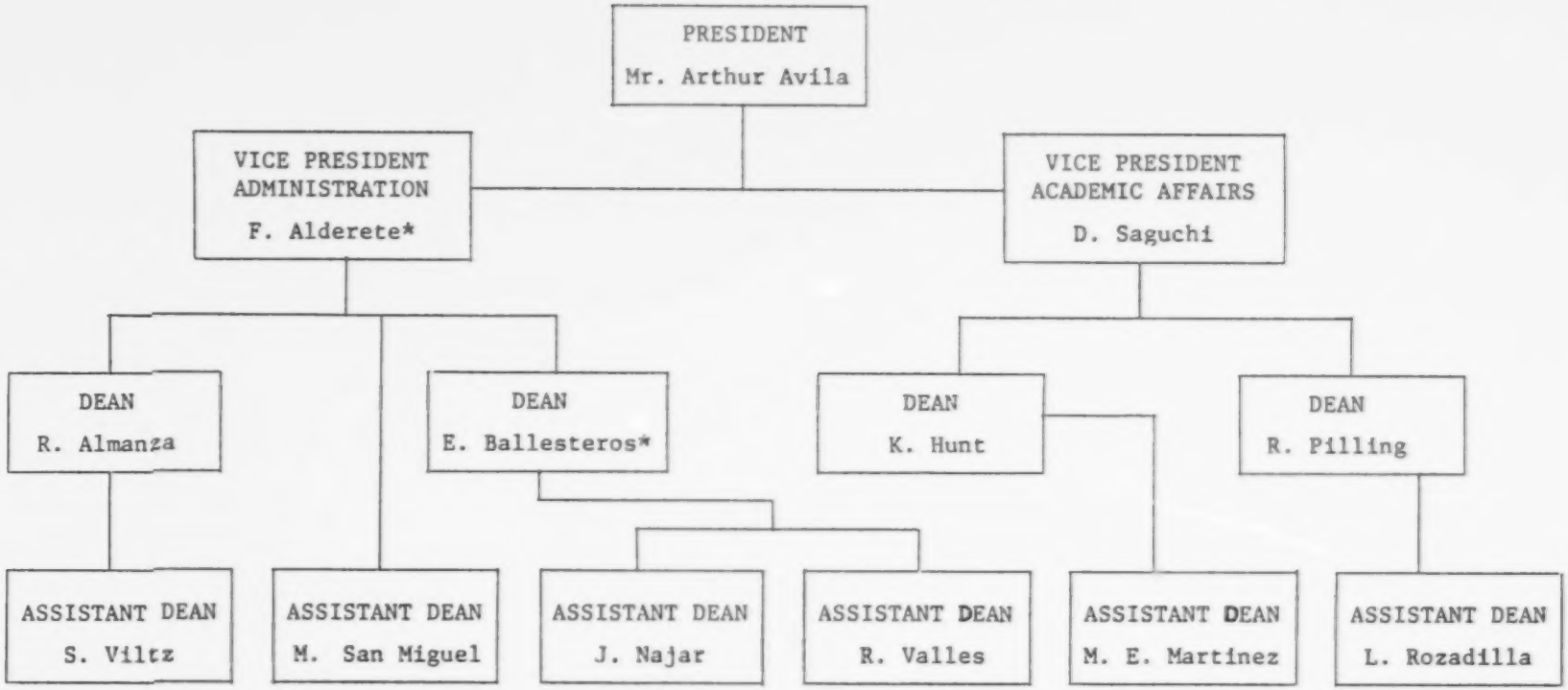
As is usually the case, East became a center for political stop-overs during the Presidential election campaign. Political visitors included Vice President George Bush, Senator Ted Kennedy, Walter Mondale and the Rev. Jesse Jackson.

There was new activity in the Community Services Office as it expanded into non-credit, ADA-generating adult education classes. Math enrichment was the latest addition to the non-credit offerings, and the College is making plans to enlarge upon such offerings as funds are made available.

This College finds itself in the same plight as most of the community colleges in the state as it struggles to adjust to the pressures of reduced enrollment and resulting fiscal constraints. There is no doubt that many budget-related pressures will continue throughout the 1985-86 school year. The College must rally its best internal advocates to resolve problems of recruitment, retention, funding, and public image.

EAST LOS ANGELES COLLEGE

1984-85 ORGANIZATION CHART



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Los Angeles Harbor College

THE COLLEGE

Community Served by the College

The areas served by Harbor College are characterized by diversity of community and population. Palos Verdes has the highest income and educational level in the State, while in other communities most residents report middle and poverty level incomes, and many have attained less than eight years of schooling. Harbor students are multi-ethnic and pluralistic in educational goals and backgrounds. Ninety percent reside in one of the eight primary service area communities--Carson, Gardena, Harbor City, Lomita, Palos Verdes Peninsula, San Pedro, Torrance and Wilmington.

Substantial demographic changes occurred between the 1970 and 1980 census reports. The population increased 25% and the median age shifted upward. The number of minority youngsters increased even though the area-wide proportion of persons under 19 years of age declined from 39 percent to 32 percent, and the immigration of ethnic minorities has produced a community that is 24% Hispanic, 13% Asian/Pacific Islander, 12% black, and 49% white. Harbor College students are 18% Hispanic, 15% Asian/Pacific Islander, 15% black and 49% white. Although the ethnic distribution of students has remained stable over the past several years, curricular and program changes have caused a shift in the age distribution of students. The proportion of younger students has increased, with 58% under 25 years, while the number of women over 35 has dropped substantially.

Mission and Functions Statement

Los Angeles Harbor College strives to provide a comprehensive range of educational programs and services which responds to the educational needs and interests of society and of the varied communities it serves. Lower-division transfer, occupational, and community service programs are included. These programs are supported by basic skills instruction, counseling and guidance, library and learning resources and student services. The College seeks to enable students to effectively progress toward the realization of their educational objectives.

College Goals

In support of its mission, College goals are:

1. to maintain accountability through self-evaluation in accord with College philosophy, functions, and educational policy;
2. to maintain a high quality of instruction including transfer education articulated with senior institutions, occupational

training and guidance geared to productive employment as approved by advisory committees, lifelong education for adults through Community Services, and personal development of physical and learning skills;

3. To provide support services that equalize opportunities for all students to achieve self-determined learning objectives;
4. to work toward employment equity through adherence to affirmative action principles; and
5. to maintain a learning environment that stimulates interest in personal, organizational, and educational growth.

College Organization

There were few changes within the administrative organization during 1984-85. Personnel adjustments occurred among Assistant Deans' positions. The Assistant Dean of Extended Opportunity Programs and Services assumed the position of Assistant Dean of Student Affairs. An Assistant Dean of Academic Affairs/Vocational Education was moved to the position of Assistant Dean of Extended Opportunity Programs and Services. The Assistant Dean of Student Affairs assumed the position of Assistant Dean of Instruction/-Vocational Education. An Assistant Dean of Financial Aid was transferred to Los Angeles City College and the position was not filled.

Administrative changes were made smoothly and the staff adjusted accordingly. The 1984-85 Table of Organization appears on the last page of this report.

ACHIEVEMENTS AND PROBLEMS

Instructional Programs

The decline in enrollment noted Districtwide was reflected in Harbor's decline of 17% between Fall 1983 and Fall 1984. The decline in WSCH was 18% and average class size dropped from 29.4 to 23.5. Although enrollment and WSCH dropped this year, there was still much accomplished within the instructional division. The division worked throughout the year to strengthen and increase linkages to high schools and four-year institutions.

Transfer. Harbor College was selected to be a community college to which the University of California at Los Angeles (UCLA) would redirect those of its applicants who could not be admitted due to space limitations. Those eligible applicants who completed the required courses would be guaranteed a space at UCLA. This coordinated effort resulted in the creation of the Passport Program, which will begin in the Fall of 1985. The Passport Program will be an Honors program for students with strong academic backgrounds.

The California Academic Partnership Program (CAPP) is a program developed to improve the number of students going on to higher education. Three junior high schools, a senior high, and Harbor College cooperated to design its curriculum. The program seeks to encourage students to enter a college track very early in their educational career. Students are monitored through assessment to check their skill levels. Harbor College English faculty met with faculty members from the other levels and discussed skills coursework, classes needed or recommended for students in the program.

The Art Department planned and gave a reception for high school art teachers from each feeder high school in the area. It was a successful effort and linkages were formed with faculty members from these schools. The department held a high school art competition and awarded many scholarships to seniors from the feeder high schools represented.

The Science and Family and Consumer Studies departments developed a course for community residents on the Geology of Palos Verdes, which was well attended and successful. The Science Division chairman is a member of the steering committee for minority recruitment in biomedical research at California State University Long Beach (CSULB). He has contact with members of CSU science departments to which the majority of Harbor science students transfer. Instructors in the Division plan to give science presentations in their field of expertise at local high schools in the fall.

The Music Department faculty held a benefit concert for the community, with all proceeds going toward 30 scholarships for local high school seniors. This successful event brought the campus and community together, benefitting future Harbor students.

A program especially designed for working adults, called PACE (Project for Adult College Education), continued to increase in enrollment. From Spring 1984 to Spring 1985, enrollment increased 50%. The program will be starting at other District colleges in the near future.

Vocational. Vocational programs which continued to show strong enrollment were Drafting, Architecture, Fire Technology and Real Estate.

A proposal for a new center to provide basic skills training was submitted to the Department of Labor, in cooperation with the Carson-Lomita-Torrance Private Industry Council (PIC) and the Education Coordinating Council of the Los Angeles Business Labor Council, and was awarded $205,000. The Reemployment Center will serve displaced workers from the community.

The Nursing Division completed an accreditation review from the State Board of Registered Nurses. The Nursing Division continues to be successful in securing funds from community sources to augment its budget. Funds were donated which will be used to provide software and materials for the nursing media laboratory. Nursing also received a grant of $43,000 from Kaiser Permanente to continue a ladder program to train licensed vocational nurses (LVNs) to become registered nurses (RNs).

The Technology Division has experienced some decline in enrollment in some programs. Drafting, however, is thriving. The core curriculum for electronics has developed some new certificate programs. Printing has been upgraded and computerized typesetting has been instituted. The Automotive Department will undergo a program evaluation and review process in the 1985-86 school year.

Two instructors, one from Physics and one from Architecture, received a $5,000 grant from the California Community College Fund for Instructional Improvement.

Proposals for funding under Subpart 2, 3 and 5 of the Vocational Education Act (VEA) were approved: tutoring for the disadvantaged, assistance to students with limited English proficiency, gender equity, consumer homemaking education, and support services for women were programs continued from 1983-84. A new grant for $13,500 under Subpart 4 was awarded in 1984-85, with funds targeted for unemployed youth and high school dropouts.

A program on sexual harassment and an effective gender equity movie series were also presented to staff and students.

Developmental. The mathematics and English labs were staffed and functioned throughout the year, although not at full capacity. The computer-assisted instruction lab was open for use. The instructor who coordinates developmental activities chaired the District Developmental Skills Committee.

A pilot program was also developed with the California Conservation Corps to provide reading and English classes for students enrolled in the Corps. Sixty-seven students participated in 1984-85.

Faculty. Faculty development and involvement were significant issues in 1984-85. Three faculty members from disciplines with low vitality were in retraining programs for high demand areas. Other development activities were held throughout the year. A one-day curriculum conference with Art Cohen and Florence Brawer, professors from UCLA's Graduate School of Education, highlighted the academic year. Ongoing faculty group meetings led to a dynamic faculty conversation with Jim Kellerman, Executive Director of the California Association of Community Colleges (CACC), on marketing techniques. An academic convocation, planned and implemented by the faculty, aided in renewing faculty spirit. A marketing committee composed of faculty members worked to recruit students with telephone calls and letters during the first weeks of the semester. A reception was held honoring faculty excellence. Demonstrations of computer programs, displays of publications and other original works and accomplishments were featured. A publication, "Profiles in Excellence," highlighted faculty honors and achievements. The faculty was instrumental in planning a successful Campus Issues Day involving all campus personnel and many students. Ten groups of faculty and staff identified problems and suggested solutions to them after watching a play adapted for the occasion by Harbor College students.

An "All-Campus Clean-Up Day" was an idea initiated by a faculty committee. The day resulted in a cleaner campus and a feeling of accomplishment for those who participated in it.

Problems with reduced budgets, replacement of equipment and staff, and inadequate funds for supplementary activities were severely felt througout the year by faculty in all divisions.

Instructional Support and Student Services

Library and Learning Resource Centers. The Library Chairperson served as Chair of the District Library Committee and acted as liaison between the District and Dean Robert Hayes of the UCLA Graduate School of Library and Information Science as he gathered data for a report to the District. The Chairperson also served as a member of the District Task Force on Instructional Support. A report on computer applications for libraries was prepared by a librarian. Reduction of staff and budget continues to hamper the operation of the library. During 1984-85, circulation of books was down from 78,688 to 60,295.

The Learning Assistance Center continued to operate during the year. An assessment of campus needs and efforts will be made to provide more concentrated support for faculty by the Center during the next school year. Although activities have been reduced in the Instructional Media Center, a recent grant received from Colony Cable will expand its operation.

The computer lab provided support for all computer classes but especially for those of the Business Division. Some new Apple microcomputers were purchased with vocational funds for the Business Division and placed in the lab. This will help to reduce waiting time. The aging microcomputers are a cause for concern because funds for maintenance of equipment are limited.

Counseling and Services to Special Clientele. Counseling services continue to improve as the mandatory orientation, advising and assessment procedures associated with Project ACCESS are given each semester. A system for the implementation of automatic entry of all ACCESS data into the computer for immediate retrieval is being developed. Counselors will then have information when it is most needed. As the orientation/matriculation process is refined, it will increase the amount of counselor time for follow-up of special student populations such as minorities, transfers, those with low test scores and honors students.

The first phase of the Ford Foundation Urban Transfer Program has been completed. This project has provided a "Transfer Information Center." Staff from UC and CSU campuses are scheduled on campus on a regular basis to meet with individual students, arrange campus tours, assist students with applications, provide financial aid information and act as liaisons: for transfer students who need specialized information from the four-year institutions.

Project ASSIST, a system to provide more effective information on articulation between Harbor College and universities, is being developed in cooperation with UC Irvine. It was introduced this year and will be called UCI-ASSIST. This project is a microcomputer-based articulation program which will allow students to use a terminal to determine what courses they need to take in order to accomplish any of a variety of majors at UCI. The technical development of this project was completed this year. Project ASSIST will be expanded to a regional model in 1985-86.

Lack of administrative and clerical support has led to reduced effectiveness, efficiency and scope of services provided by the student services area. The absence of regular classified contract employees during the evening at the Information Desk continues to be of concern to counselors and the Dean of Students.

A new director was assigned to the Extended Opportunity Programs and Services (EOP&S) program. On-campus recruitment was emphasized this year. Classroom visits were made; assistance was given in completing application forms and a voluntary mentoring program was initiated. Applications for financial aids increased by 15 percent over last year. An EOP&S student was selected to be an intern in a special program in Sacramento. She was enrolled in CSU Sacramento and worked in a legislative office.

Financial Aid. The Financial Aid Office encountered many problems associated with the new centralized system. Excessive delays in the processing of applications at the Central Financial Aid Unit was the cause of great concern and anxiety among staff and students. These problems have been investigated and there will be revisions in procedures for processing applications next year. Total students receiving the Pell Grant in 1984-85 were 237. This was a decrease from 389 students who were recipients in 1983-84.

Handicapped Student Services. The Handicapped Student Services program served 130 students. It was able to meet needs only by combining funds it receive from VEA with categorical handicapped student funds. The Learning Disabilities Program continues to be the fastest growing part of the program. It has become a model for other District programs.

Admissions and Records. The Admissions and Records area concentrated on making internal improvements during the 1984-85 year. Transferring microfilm masters from campus to the archives was completed. Preparing cumulative cards for transfer to the archives was begun and will be completed by next year. The Admissions room used for registration was expanded in capacity. Staff assignments were changed to provide the best possible service throughout the year.

Student Activities. The Circle K Club, sponsored by Kiwanis, had an outstanding year. It received numerous regional awards and recognition for service to the community. The Black Student Union sponsored a basketball

game with all proceeds going to Ethiopian hunger victims. Student leadership was excellent, providing support for administration on many campus projects, including recruitment and marketing.

Athletic Programs. The outstanding achievement in athletics this year belongs to the men's varsity tennis team, who won the Metro Conference championship. By the end of the season the team ranked third in the state. In the second year of its revival, the basketball team continued to grow and rebuild.

Community Services. The Program in Continuing Education grew from $16,000 in 1983-84 to $140,000 this year. As a result, the ADA generated will reflect an excess of income over expenses of just under $60,000. Enrollment was not as high as expected in the summer and fall of 1984; however, spring enrollments were up considerably. A diligent effort was made to give the program more visibility in the community. New releases were increased, specialized mailings were made; brochures were placed in more public places, and the mailing strategy was varied to promote greater response. Lack of staff and use of hourly people has led to some fragmentation among staff personnel. More positions will be added as funds are available. Continuing Education classes will be expanded as opportunities arise.

Enrollment in non-credit classes this year was 8,513, down 15% from last year.

Events, classes and recreational programs under Community Services continued to respond to community needs. Swap meets were held the first Sunday of each month in the campus parking lot. They were very successful and will be continued.

Administration and Planning

Long-Range Planning. Long-range planning for the College focused on strengthening vocational programs. Program evaluations and reviews were planned for vocational as well as transfer programs. Use of the advisory committees in the evaluation process were a significant part of the plan. In addition, plans are underway to improve services to students through specific projects and funded proposals.

Major Research Projects. The College was not able to participate in major research studies, but several minor investigations were conducted for administrative purposes.

Special Fund Development. Special funds supporting vocational programs have been discussed under Vocational Education. The award of $205,000 for the Department of Labor program in basic skills led to the opening of the Reemployment Center.

Other Projects. The College completed a five-year review report for the Accreditation Commission for Community and Junior Colleges. The team from the Commission visited and evaluated the College, and accreditation was granted.

Public Information. The Public Information Officer was transferred to the District Office and given responsibility for another college as part of his duties. The transfer and transition was handled smoothly, allowing the Officer to continue recruitment and marketing for the College. A new community newsletter was instituted and special recognition for former student and war hero James Anderson, Jr. was initiated. Feature articles and news releases were also successfully disseminated.

Community Relations. Major community relations efforts included counselor visits to feeder schools, special programs, recruitment efforts such as CAPP, cooperative faculty/university programs such as UCI-ASSIST, and contacts with the Los Angeles Business Labor Council and the Carson/Lomita/-Torrance PIC. In addition to the above, the President, Dean of Students and the Chairperson of Counseling visited each service area high school and met with all the counselors and administrators. The purpose of the visits was to report to them on how the students of each of the high schools were doing at the College. They reported their test scores on the placement exams and on grade point averages. The visits were well received and will be continued.

Administrative/Fiscal Services

Facilities. Projects completed in 1984-85 included the movement of all student services to the northwest wing of the Administration Building. The campus Career Center was relocated and the facility for the Reemployment Center was renovated. Community Services was relocated, and the facility into which they moved underwent major repair.

Plant Maintenance. During the fall semester, a week-long electrical problem developed. The failure of a high voltage transformer and defective cables caused a blackout on the western part of the campus. Other parts of the campus were affected when there was an explosive reaction in the main switchbox. Throughout the week, maintenance and operation crews worked diligently to complete the repairs. Cooperation of all those involved was exemplary. The educational program of the College continued in spite of the emergency situation. The Maintenance and Operations staff deserve high praise for their efforts during that crisis.

Computerization of the campus was a major project for the staff during the year. Harris terminals were installed in all offices of division chairpersons. The project was extensive and required the coordination and cooperation of all staff. The project was completed and provides direct access to student information for all educational divisions.

Reductions in personnel prevented most areas of Plant facilities from keeping up with work requests. It was not possible to maintain campus facilities as well as they have been kept in the past. Buildings and grounds personnel continue to work to keep up maintenance of the campus in a way that would foster pride among staff and students.

Security and Safety. A new radio system was installed during the year. This system will improve communications with officers on campus and between other District campuses.

Energy Conservation. Conservation of energy has become more important as costs of utilities increase each year. High watt bulbs were replaced by bulbs of lower wattage. Some lights were replaced with more energy-efficient ones. Time clocks were placed on equipment to regulate weekend use.

Budget. The budget process was accomplished through a collegewide budget committee. Adjustments to the budget were made throughout the year. Shortage of resources was a major concern. Maintaining a comprehensive program with fewer funds is a challenging dilemma.

Personnel Services

Procedures and Recordkeeping. Personnel produced payroll in a timely and efficient way.

Affirmative Action. The College continued to move toward meeting all goals in job categories.

Staff Relations/Labor Concerns. All certificated grievances were handled at the campus level. There is one classified grievance in litigation.

Staff Development. The 1984-85 year was a very active one. Faculty and staff members worked together throughout the year on many projects. Instructional issues, as described earlier, were discussed by Art Cohen, Florence Brawer, and Jim Kellerman. Flex day activities featured "Writing Across the Curriculum" and "Test Construction and Management via the Microcomputer" programs, coordinated by District instructors on special assignments.

A faculty committee worked throughout the semester to establish a microcomputer loan plan for the College. The plan was adopted and the program began during the summer.

Vincent Price was selected to be honored by the College at the Spring Academic Convocation. Mr. Price is a long-time friend of the community

colleges and has spoken throughout the nation on the merits of community college education. He has lectured at Harbor many times. He was presented with the Amicus Collegii Award during the Convocation.

Esteemed faculty were received at a "Honors Reception" held in the Faculty Reading Room on the campus. A display of their achievements and literary works was viewed by colleagues and community guests. A publication produced by the College highlighting faculty "Profiles in Excellence" was completed during the semester. This publication will be used to reinforce the morale of the faculty and to market and recruit for the College.

A campuswide communications workshop was held, wherein classified staff, faculty, and administrators had the opportunity to discuss their functions, concerns, and needs. Better communication on campus was the goal of the workshop. Classified staff planned a Cinco de Mayo luncheon for the entire College. A sense of togetherness permeated the affair. Food, music, and a fine feeling of esprit de corps was enjoyed by all. A campus luncheon entitled "We are the People" completed the year's activities. This event, which was planned and supported by faculty, administrators and classified staff working together, has become a yearly tradition. It began as a staff development program, but has become institutionalized as a College activity. It exemplifies the idea that no matter what occurs throughout the year, we as a group have completed it together. At the luncheon, those classified employees with more than 20 years of dedicated service to the College were honored.

SUMMARY

Harbor College did more than survive a year which began with a 17% drop in enrollment. The faculty, administration and staff showed strength and tenacity by providing a comprehensive program in an environment of budget cuts and reductions. Recruiting was a major priority.

Faculty made phone calls and wrote letters; the President visited all feeder high schools, and faculty and staff volunteered time to assist during registration. Marketing teams planned and initiated new ideas for College improvements.

The instructional program maintained high standards in spite of declining enrollment. An Honors Program was established. The Reemployment Center was opened. Enrollment in the PACE program increased. Retraining for faculty continued and recognition was given for outstanding achievement.

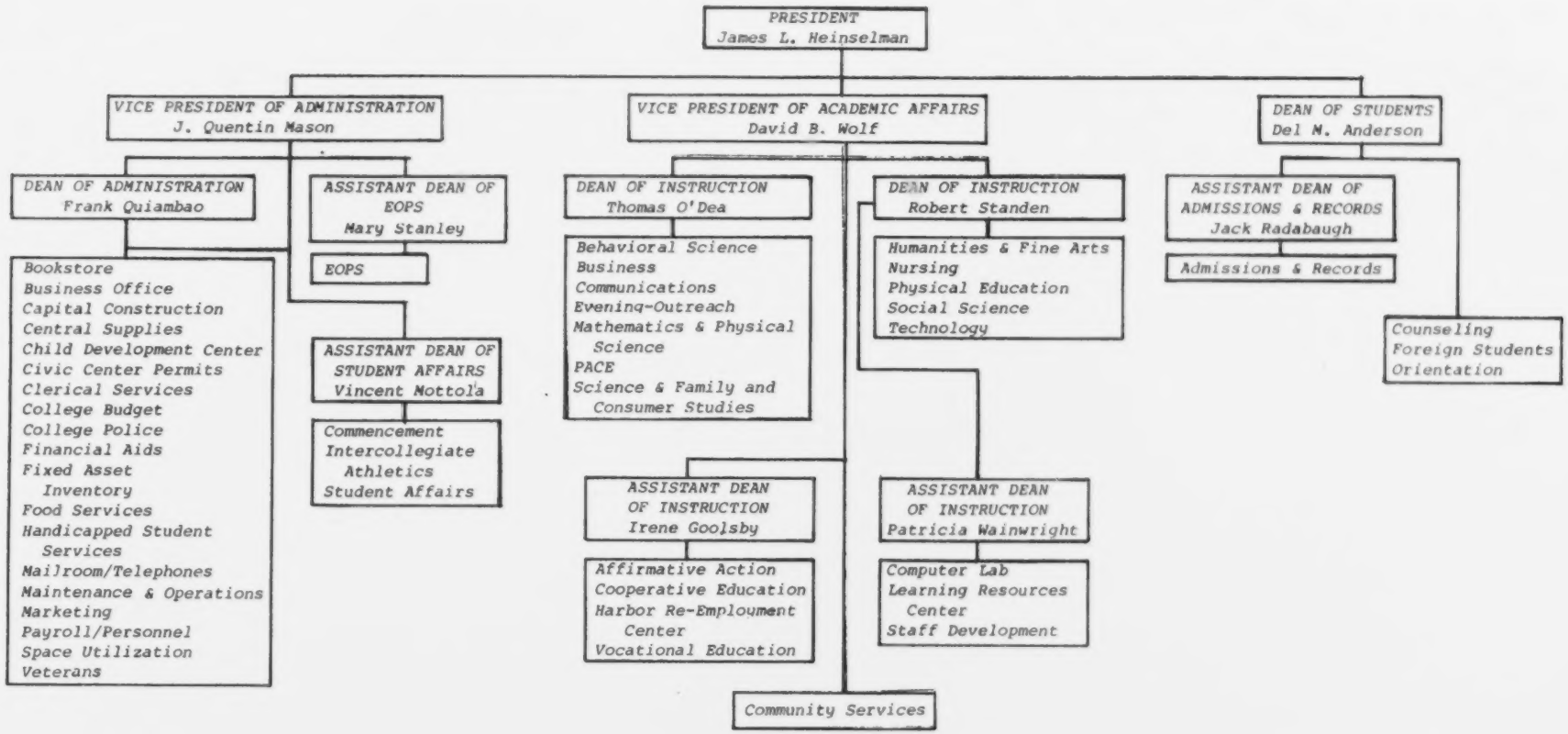
A new project with UC Irvine was developed which has the potential of assisting all transfer students by providing current articulation requirements through an on-line computer system. Project ACCESS was refined and now provides informational assistance to counselors.

Cuts in staff continued to hamper full campus maintenance. Community Services expanded Continuing Education, the only such program in the District that realized a profit. The first swap meet was held this

spring. The year concluded with an all-campus luncheon for the recognition of classified employees who have given the college many years of service.

The year was not an easy one; there were problems. Most were caused by the fiscal crisis: reductions in funds for maintenance, alterations and improvements, replacement of equipment and support services. The challenge of providing high quality education in a pleasant environment under conditions of enrollment and funding declines is a difficult one indeed. Nevertheless, the entire staff of Harbor College accepted and met the challenge, and looks forward to the future.

LOS ANGELES HARBOR COLLEGE
ORGANIZATION CHART
1984-85



Los Angeles Mission College

THE COLLEGE

Community Served by the College

Los Angeles Mission College serves the Northeast San Fernando Valley areas of Los Angeles City and County. These areas consist of the ethnically and socio-economically diverse communities of San Fernando, Pacoima, Arleta, Lakeview Terrace, Mission Hills, Sun Valley, Tujunga, Granada Hills, Sepulveda, Chatsworth, Sylmar and Northridge.

Within the service area, the western portion tends to exhibit greater wealth, smaller families, fewer residents from minority groups and greater educational attainment than average. Communities in the center of the area represent the opposite trend, while those in the eastern sector tend toward the average in wealth, family size, ethnicity and education.

The North San Fernando Valley is suburban in nature. Business life is dominated by organizations concerned with the retail sale of merchandise and services. Small areas in the far northern and southern portions of the middle sector contain light manufacturing and food processing industries. The overall commercial base, however, reflects the business and industry of central Los Angeles, where a great portion of the residents of the North Valley are employed.

The 1980 census data indicate that the total population of the North Valley area is about 436,000 persons. Ethnically, 56% of these are white, 32% Hispanic, 7.5% black, 4.5% Asian or other. The College's immediate service area is characterized by a high rate of unemployment (approximately 1.5 percentage points higher than of the general population of Los Angeles County), a low level of income (a median annual income of $17,740 compared to a District median of $23,120) and a low but steadily increasing rate of educational participation.

In Fall 1984, 73% of the student population was over 25 years of age compared to 51% districtwide, making the student population the oldest in the District. Many of the students were employed full- or part-time, and as a result, 92% of the students attended school part-time and 52% attended evening classes. Women students represented 59% of enrollment. Ethnically, enrollment is fairly representative of the area's population; 46% of the students were white, 36% Hispanic, 9% black, 5% Asian and 3% other.

To meet the needs of the multi-ethnic student population, the College has programs that include Bilingual Educational Aide, Open-Entry Office Administration, Extended Opportunity Programs and Services (EOP&S), the tutorial program, High Intensity Language Training (HILT) and Placement

Services. There are several postsecondary institutions, such as adult schools, a regional occupational center and private trade schools serving this area of the San Fernando Valley. However, Los Angeles Mission College is the only Associate degree-granting institution offering college transfer and vocational instruction in the area.

Mission and Function Statement

The administrators, faculty and support staff at Mission College believe that the underlying principle upon which the College was founded is that the role of educational institutions, in a democratic society, is to help individual citizens develop to their fullest potential.

Thus, the mission of the College is to provide comprehensive lower division occupational, transfer and continuing educational programs which are appropriate to the service area and which meet the changing needs of students for academic and occupational preparation, better citizenship, and increased cultural understanding.

College Goals

The specific goals of the College are:

1. to provide transfer, career and vocational programs responsive to the diverse needs of the heterogeneous population served by the College;
2. to provide programs of general education and cultural significance for the enrichment of each student's collegiate experience;
3. to strengthen the student's skills through supportive and developmental programs and services in order to help each student succeed in college;
4. to provide community service educational programs to supplement the College's university transfer and vocational programs;
5. to help satisfy additional needs and interest of students through a comprehensive program of student services and activites;
6. to offer comprehensive counseling and guidance services to all students;
7. to locate community college programs and services as conveniently as possible in the service area;
8. to provide meaningful participation for faculty, staff, students and community in decisions affecting the College's development;
9. to establish and maintain the staff and ethnic balance in response to the District's affirmative action policy;
10. to provide adequate facilities and material to effectively implement the College's programs;
11. to develop evaluation procedures for all segments and processes of the College; and

12. to provide a well-planned permanent campus validated by College and community participation and support.

College Organization

Administration. The most significant development in this area was the loss to the College of its Vice President of Administration and Assistant Dean of Student Services. The certificated administrative staff was thus reduced to six; only three years ago there were twelve certificated administrators. The College will need to operate in 1985-86 with an acting president, one vice president, three deans, and an assistant dean. An administrative reorganization is underway to reallocate administrative functions among the reduced administrative staff. A chart of the College's Administrative structure is presented on the final page of this report.

Instructional Programs

During 1984-85, State and District policies restricted funding and enrollment at Mission College. The College's percentages of loss in enrollment and WSCH surpass only slightly those of the District total. For example, from Fall 1983 to Fall 1984, the District loss of WSCH was 14% while Mission College lost 16%. The District loss of WSCH from Spring 1985 was 17% while Mission College lost 22%.

The College's limited facilities, fledgling programs, and restricted choice of classes makes Mission the most vulnerable of all District colleges to negative enrollment trends. One would expect that the College's losses would be considerably more than the District's average. However, with reduction and elimination of several low vitality programs, such as in the fine arts, the instructional disciplines have withstood decline and, in some cases, emerged stronger. Financial limitations have caused the College to take some bold steps in order to meet new challenges and opportunities. They include:

(1) transfer of faculty in low WSCH areas;
(2) lease of a county facility to make the visual arts program more attractive;
(3) termination of the lease of two instructional buildings, resulting in centralization of several instructional disciplines;
(4) remodeling a facility into a writing lab, to strengthen the basic skills program, and
(5) establishment of a new evening outreach center at Granada Hills High School which will accommodate many of the classes which were offered at Alemany High School and which will provide a comprehensive program for that area.

High demand disciplines have been English, Physical Education, Alcohol Studies, Mathematics, Developmental Communications, Child Development, and Family and Consumer Studies. This indicates a trend which has continued over the past few years. There has been a decline in student interest in

the Social Sciences and Humanities. The basic skills areas (Mathematics, English, Developmental Communications) continues to attract large numbers of students and represents approximately 21% of the College WSCH. The science areas have been adversely affected by limited facilities, reduced budgets and, most importantly, the lack of a registered nursing program.

The College will continue to develop new strategies to recruit and retain a larger number of students. Plans are underway for a Project for Adult College Education (PACE) program which will begin in Fall 1985 and which will build up enrollment in the social sciences and humanities. Starting in Fall 1985, there will be a guaranteed two-year program for students wishing to transfer to the University of California at Los Angeles (UCLA) and to the California State University, Northridge (CSUN). The acquisition of Sylmar Cultural Arts Center for the fine arts disciplines and the construction of a writing lab should bolster the College's retention rate. Students will get more assistance in selecting classes and programs through the continued use of assessment and orientation under Project ACCESS and centralization of all counselors in the Campus Center. The College's involvement in the Educational Training Panel (ETP), Job Training Partnership Act (JTPA) and other contract education should help to introduce new students to its programs.

This past year has shown that the College can adjust quickly to the District's financial constraints. In spite of external influences and inherent liabilities, Los Angeles Mission College continues to offer viable, if limited, classes, programs, and services to Northeast Valley residents.

Transfer. This past year the Transfer Committee assumed responsibility for the coordination of all transfer-related activities at Mission College. The Committee is composed of representatives from all campus areas that are involved in transfer and has helped to give focus to a wide variety of programs. The remodeling of the Campus Center has allowed for the creation of a counseling area with centralized services, including transfer and career advisement. The Transfer Career Center provides a highly visible location for the display of transfer information, and for the housing of counseling representatives from CSUN. A transfer counselor was chosen from the counseling staff to coordinate many of the new Center's activities.

In response to the need for providing an adequate number of courses that meet the general education and undergraduate requirements for majors at CSUN, UCLA and the University of Southern California (USC), the College developed a two-year "guaranteed" transfer program. A four-semester sequence of classes which will meet transfer requirements has been identified, and the College is committed to keeping these classes open even with low enrollments. Another program which should encourage transfer students is PACE, scheduled to begin in Fall 1985. The PACE program has been highly successful at Harbor College and, with the assistance of Harbor and District personnel, several hundred new students will be placed in a transfer-oriented program.

Mission has been involved with Project ACCESS since Fall 1982 and uses information on student summary sheets to direct material to students who are interested in transfer programs. Students who are identified as "undecided" are also sent information and, along with the transfer students, are referred to the Transfer/Career Center for assistance. There has been increased contact with local high schools by Mission counselors and through College classes offered at high school. Discussions are underway concerning a Mission College honors program directed toward high school graduates.

Mission received a $4,500 award from the Ford Foundation to continue activities begun in 1983-84. As part of the Ford program, potential transfer students worked with faculty mentors and former Mission students attending local four-year schools to identify goals, improve academic skills and prepare for transfer. There has been a concerted effort to become involved in intersegmental activities with CSUN and UCLA. These activities include meeting with counselors and other staff members who work with articulation and transfer as well as discipline meetings involving faculty from English, Geography, Science, Engineering, Mathematics and the Bilingual/Bicultural program. With or without refunding from the Ford Foundation Program, activities will continue in 1985-86.

Vocational. Mission College has ten vocational education programs: Alcohol Studies, Business Data Processing, Child Development (with an option in Bilingual/Bicultural Education), Electronics, Family and Consumer Studies, Real Estate, Supervision, Finance, and Office Administration. Two high cost/low WSCH programs were eliminated in 1984-85: Avionics and Diesel Technology. Two new programs, Logistics and Legal Assisting, are under discussion for 1985-86. The Business Data Processing program has taken on a new emphasis with the introduction of courses on microcomputer applications for business. The Alcohol Studies program continues to attract large numbers of students, and 63 certificates were issued this year. It was expanded to include sites in West and East Los Angeles as well as throughout the San Fernando Valley. The Bicultural Educational Paraprofessional Training Program (funded through a state grant) also includes class locations throughout the District, i.e., the San Fernando Valley, East Los Angeles, South Central Los Angeles and the Willmington/-San Pedro area.

In 1984-85 Mission became more involved in serving the business community through contract education classes. The College has an Employment Training Program (ETP) in micro-computer business applications which is training workers from local business and industry. There are two ETP programs with Pacific Telephone for the training of electronics technicians and service representatives. Basic skills training is being provided to CSUN maintenance workers thorugh contract education classes, and a series of such classes will continue thorugh 1985-86. Other such contracts are currently under discussion. A proposal is being submitted to fund a reemployment center jointly administered by Mission College and the Los Angeles Business Labor Council. This center would assist 300 displaced workers and/or longterm unemployed to find new jobs. The program would provide assessment, improvement of basic skills, an upgrade option

(including office automation), referral to other training programs and job placement.

Lack of adequate facilities and equipment continues to hinder the growth of vocational programs. In Business Data Processing, the limited number of computers makes it impossible for all students to have sufficient hands-on laboratory experience. Outdated equipment in the Office Administration area prevents the College from offering adequate programs in word processing and computerized office systems. Annual Vocational Education Act (VEA) allocations of Subpart 2 funds have helped disciplines like Business Data Processing and Electronics upgrade their equipment, but are inadequate to meet program needs. Participating in ETP and JTPA programs will enable the College to benefit from additional equipment which could not be purchased through limited College Program 100 funds.

Developmental. All new students are required to be assessed through the Project ACCESS or English as a Second Language (ESL) orientation process. Assessment continues to show the need to expand remedial offerings in language skills and mathematics. The Developmental Communications 70 series has been initiated to better serve beginning ESL students, and the College also offers all the English 80 series ESL classes. There has been a considerable drop in ESL enrollment, attributable to the imposition of student enrollment fees. The College has expanded its English 60 series and has also introduced a five-hour-a-week English 99 class which is for the English 20 or 60 level students. The proposed Job Training Partnership Act (JTPA) re-employment center program will provide a basic skills lab which can be used when the JTPA classes are not in session. One of the biggest problems continues to be the lack of a full-time reading instructor who can coordinate this very important area of the developmental program.

Instructional Support and Student Services

Library and Learning Resources Center. With the return of a librarian from sabbatical leave, the Learning Resource Center (LRC) was able to resume its former hours of operation. However, underfunding in materials and maintenance budgets continues to impede the Center's functions.

Audio-visual was the most severely affected area. With the non-replacement of the audio-visual technician position early in the fall semester, the operation of this function was seriously affected. The District did authorize a part-time, lower-level position so that limited hours of operation and services were provided. The effectiveness of the service will continue to be hampered severely by lack of technical expertise, aging and deteriorating equipment, and an inadequate maintenance budget.

The lack of maintenance and new equipment funds has and will continue to cause severe problems in the functioning of library and graphic arts services.

Counseling and Services to Special Clienteles. Presently there are five counseling positions assigned to Mission College. However, these positions may be reduced to four as District administration attempts to staff counseling vacancies occurring districtwide.

During the early part of the fall semester the counselors formed a counseling unit for the first time. Their offices were relocated in a centralized area which now includes the Transfer Career Center, the Veterans Center, the International Students Center and counseling. In accordance with the AFT/LACCD contract, a formal election was held and a chairperson was elected. Moreover, a counselor was identified as the director for the Ford Foundation program in order to continue the commitment to the program and to administer a mini-grant of $4,245 for the remainder of the academic year.

The Counseling Department is responsible for providing articulation counseling to transfer students and academic, personal, and career guidance to all students. The counselors maintain a recruiting program at nine local feeder high schools on a regular schedule throughout the academic year.

Mandatory orientation and assessments were conducted in accordance with project ACCESS for all new and returning students. The counseling staff also conducted orientations and assessments for limited English skills using a special test, STEL (Structure Tests English Language). The ESL students were assessed and referred to the ESL program. Total students assessed numbered approximately 1,400.

During the year, the Counseling Department sent approximately 9,000 preregistration letters encouraging continuing students to make early appointments for pre-registration counseling. Counselors participated in collegewide committees, taught personal development classes (Psychology 9), attended feeder high school counselors' conferences and local, regional, state and national conferences.

The Office of Veterans Affairs was moved to the Counseling Center. An average enrollment of 45 veterans for 1984-85 was half that of last year. This reflects the rapid nationwide decline of veterans who are eligible for educational benefits under the G.I. Bill. The Department of Defense is increasing the educational benefits for servicepersons currently entering active duty. This could stimulate an increase in veteran enrollment three or more years from now. The College received $703 in Veterans' Cost of Instruction Program (VCIP) funds, and reapplied.

Foreign student enrollment averaged 15 students per semester. The International Students Office received $1,710 for the 1985-86 program from the District as part of a revenue sharing program. These funds will be used to increase international student recruitment efforts.

This year, the District set up monthly International Student Advisors meetings to work on increased enrollment districtwide and the College participated. College representatives attended the National Association of Foreign Student Advisers Regional Conference for the first time and received a newcomer's travel grant. The College received visitors from a

local English Language School for Foreign Students and participated in a college day at another English language school. This is the first year the College accepted foreign students in ESL classes; the classes were formerly limited to permanent residents. The impositon of fees resulted in vacancies which could now be filled with international students. One hundred twenty six inquiries were made and answered.

More new foreign students on F-1 student visas were admitted each semester than ever before, but the College is losing more to transfers each semester. Two or more years ago the foreign student arriving at LAMC stayed 2 1/2 to 3 years, resulting in a net gain in enrollment. These gains are now turning into losses. The major reason for these losses is the shrinking selection of classes available for the F-1 visa student who must maintain 12 units. For example, the lack of physics compels engineering students to transfer, since they need physics in their freshman year.

Extended Opportunities Programs and Services (EOP&S) served 109 eligible students who made up 3% of the College's total enrollment but 39% of its full-time enrollment. A minimum of nine units is required for EOP&S participation in addition to low-income eligibility criteria. Of the total students served, 83% carried twelve or more units. Only 17% had fewer than twelve units. Of the 90 students eligible to receive the $27,311 budgeted for EOP&S grants, only 27 students were awarded a total of $19,070, for an average EOP&S grant award of $706.29. Approximately $9,000 in grant funds will be returned to the state. All awards were made via the Centralized Financial Aid Unit.

The EOP&S Office invested in its own microcomputer, in which data is being stored and programming planned so that accurate activity analysis can be made in the future. It is also working jointly with another community college to develop a computerized format for developing plans and budgets, which must be submitted annually in order to maintain funding.

The Office completed its first full year under the reorganized structure, whereby tutoring and peer advising were consolidated under one supervisor. An increase was anticipated in tutoring and peer advising contact hours. The number of students tutored increased by 63% and the total number of tutoring hours tripled, from 327 in 1983-84 to 988 in 1984-85. Again, the majority of counseling hours were devoted to financial aid counseling/advising. The revised organizational structure has been very successful and should remain in place for the near future.

The Office of Handicapped Students Programs and Services has now completed its seventh year of operation, and continues to provide special classes designed to improve basic skills in cognitive, affective, and vocational areas. In addition, comprehensive services for handicapped students in regular college classes were provided. These services included assessment, tutoring, recording for the blind and learning disabled students, mobility assistance, and special instructional assistance. The total number of students served this year increased from 91 to 108, and included 50 physically disabled, 4 visually impaired, 2 hearing impaired and 52

learning disabled students. Thus, the program managed to serve more students in spite of still another year of decreasing financial support. This accomplishment can be attributed to an outstanding staff and a willingness to find new and more efficient ways to provide services.

Although Handicapped Student Services accomplished all of its objectives that relate to students this year, this will not be possible in the future without a stable funding source that can meet the need of increased student enrollment and costs of services. The program goal for next year is to provide all the necessary services required by handicapped students at Mission College. An increase in both the number of students and the cost per students is anticipated. This will require an increase in resources through special fund development.

Financial Aid. The Financial Aid Office experienced a 100% staff turnover due to centralization. Overall, staff was reduced by one third (one full-time position), but was supplemented by the two EOP&S Financial Aid Advisors, whose purpose was to identify and assist low-income students for the EOP&S program.

Available funding totalled $229,390, of which $166,732 was awarded to 69 students. Mission had a total applicant pool of 254, of whom 137 qualified for the Pell Grant. Twenty-nine of these became ineligible by failure to enroll. Of the remaining 108 students, 59 received a Pell award for a total program expenditure for the year of $45,571. The change from 1983-84 was 17% fewer Pell dollars awarded to 56% fewer students. Unlike campus-based funds, Pell Program awards are limited only by the number of qualified applicants.

The College Work Study (CWS) program employed 24 students in 1984-85, who earned approximately $28,000. This represents a 283% decrease in number of students served and 100% decrease in expended dollars over 1983-84. The 1986-87 allocation will suffer a similar drastic reduction inasmuch as it will be based upon 1984-85 expenditures.

The Supplemental Education Opportunity Grants (SEOG) I and C programs served a total of 52 students with $37,296, a 100% program expenditure, but an 18% decrease in total students served and 3% decrease in dollars expended. Higher dollars in 1983-84 were made available by utilizing the 10% transfer mechanism from the CWS Program. This mechanism was not utilized in 1984-85 to increase available grant funds, even though CWS funds were grossly underutilized.

The National Direct Student Loan (NDSL) fund had an available pool of $21,938, of which $16,175 was awarded and dispensed to 12 students. In contrast, the program awarded $15,918 to 27 students in 1983-84.

Admissions and Records. The Office of Admissions and Records received and processed a total of 11,306 applications for 1984-85. The number of applications received for the spring semester was 5,243. Applications received for the fall were slightly less, 5,014, and 1,049 were received for the summer session. The total number of applications decreased 4% from the previous year.

The On-Line Registration System continued to prove itself very efficient and effective. The staff further improved procedures in order to increase efficiency and compensate for the reduction in clerical staff.

The much-needed fireproof vault to store student records has been completed. The vault exceeds the 2-hour fireproof rating required by law; all student records are now stored in the vault.

To help offset the loss of clerical positions, the Office is trying to obtain additional computer terminals and printers. An increase in the use of mail registration is being encouraged. Presently, mail registration accounts for only 16% of the total registration each semester.

It is hoped that one or possibly two clerical positions will be restored to the staff. Additional sub and relief hours must be budgeted to assist in the registration process. If sub and relief and full-time clerical staff are not made available for registration, open hours for registration will be reduced and enrollment will suffer.

The Office processes an average of 600 student transcript requests per month. Student evaluation and update requests are averaging 40 per month. All graduate student record folders are culled and graduate and/or certificate information recorded on cumulative record cards. The total number of student records is slightly over 150,000. These include the records of students formerly enrolled in Los Angeles Metropolitan College. New computer programs are being developed with the ultimate goal of independent computer capabilities for Metro records. It is anticipated that within the next 18 months, all student record information will be accurately entered in the District computer, and cumulative records put on microfilm. The records will be organized to facilitate retrieval and allow quick response to future transcript requests.

Student Activities. This year, in spite of the smallest Associated Students Organization (ASO) budget in the District ($2,000), the ASO Council did an excellent job of sponsoring activities for the student body. A minimum of one activity was held each month, as well as ASO participation in all Mission College tenth anniversary events. This would not have been possible without the additional funds from the Districtwide Supplemental Fund.

The problems that existed last year remain: minimal participation in ASO sponsored events by the student body at large, a weakened source of revenue (resulting in a budget $8,000 less than the next largest ASO bud-

get in the District), and the lack of sufficient advisor time to develop and sustain a program that would involve more of the campus as a whole. The Dean of Administration directly supervises the Council and teaches the student leadership class, in addition to his major responsibilities. Thus, the amount of time available to develop and sustain ASO/Student Activities programs is severely limited.

Special Services. The Career Center entered and celebrated its second year of operation with a move to a new location. The Center's services increased, to help a record number of students and prospective students. The Center is staffed by one counselor (funded by EOP&S and VEA), and one student worker (funded by VEA). The main function of the Center is to aid students in making viable and realistic career choices using the EUREKA system. However, several new activities were added this year. Workshops, well attended, were presented on resume writing, application processes, interview procedures, job search skills, non-traditional career options, and apprenticeship opportunities. Off-campus trips were made to the Internal Revenue Service and the Sherman Oaks Burn Center Hospital to give students the chance to experience the work world and to do reverse interviews. The Career Center joined with another community group by co-sponsoring two women's employment workshops, one bilingual. The College presented three different seminars for this event. The year was capped in May with a special "Learning for Earning" program, where prospective students were shown classrooms in session, told of the curriculum and career options and treated to a keynote speaker and delicious refreshments.

The Career Center has maintained contact with its students in other ways too. All women enrolled in non-traditional courses (those with 20% or fewer female students) were sent letters informing them of the special help available. A group of women met each Thursday evening throughout the fall semester with the counselor and Joanne Kalter, a EOP&S Peer Assistant. Flyers on workshops were sent to all students. The school newspaper, Free Spirit, reported on three of the activities: "Women Together," "Counseling Open House", and "Learning for Earning." Information on the Career Center was circulated weekly in the Student and Staff Bulletins and 12 different flyers.

Monthly reports are kept and distributed to administrators and faculty. In April, the Career Center reported a total of 905 people interviewed and 153 tests administered, while 219 students used the Eureka System. However, as important as numbers are, especially when funded by government money, the Career Center maintains that it is the quality of service that justifies its existence. The recent combination of the Center with the Transfer Center should also enhance and extend services.

The Learning Assistance Center offers educational assessment and advisement, subject area tutoring and individualized instruction in basic skills. The Center staff consisted of a director, a manager, a tutorial supervisor and ten tutors. Funding was provided by VEA and EOP&S

allocations, which pay all costs except 60% of the director's time. During the last year the Center served approximately 600 students. The main concern is to adequately serve students in the limited and decentralized space available. Tutorial assistance provided by the Center is increasingly important to Mission College students and problems of funding and space need to be resolved.

The Child Development Center served a monthly average of thirty-four children from thirty-one families. The staff of one director and two teachers were aided by six student workers/recreational aides.

The characteristics of the population served by the Center were as follows: 98% of the student-parents were women and 85% enrolled one child each; approximately 50% were single parents; 60% qualified for the lowest fee rate, based on family income; and the average number of units carried by the student-parents was six. This semester the children participated in the Cinco de Mayo celebration on campus.

The Child Development Center lacks support personnel in the office. The projected budget for 1985-86 will reduce current funding by approximately 40% and will have a severely negative impact on the operation of the Center.

The Placement Office maintained a "Job Opportunities Bulletin Board" with part-time, full-time, short-term (seasonal/summer) and career-related job listings. The Office received 687 job orders. From July 1, 1984 to July 7, 1985, 551 students were registered with the Office. Job referrals numbered 1,365 and 338 placements were reported. The average number of students served per month and the total served for the year were 157 and 1,724 respectively. Assignments for 28 College Work Study students were processed.

Continued communication and interaction with over 500 employers helped them meet their employment needs, while increasing job opportunities for students. Some employers who did business with the Office included Bank of America, Household Corporation, the Los Angeles Unified School District, Disneyland, United Parcel Service, the Auto Club of Southern California and Sears.

The Placement Office participated in the following workshops presenting information on how to find a job, job interview techniques, resume preparation and job opportunities: "Women's Employment Workshop", sponsored by the Los Angeles County Commission on Human Relations, Women's Employment Action League, North Valley Y.M.C.A. and the College's Career Center and EOP&S; "Brown Bag Lunchtime Moving Ahead Workshop", sponsored by the Career Center; and "Women in Apprenticeship", also sponsored by the Center. The Career Center mailed workshop flyers to students registered with the Job Placement Office. The Office worked with the Office of Academic Affairs in implementing the Summer Youth Employment Program in Summer 1984. Students from Kennedy and San Fernando High Schools were placed in part-time, on-campus employment.

The Office continues to be utilized by potential, current and graduate students, community employers, faculty and staff. Next year the Office will continue to increase awareness of its services, job orders and student placements, and continue to provide employment-related programs.

Community Services

The Community Services program continues to serve the Mission College area despite additional reductions in budget and staff and subsequent reorganization attempts. As of October 1984, the Bilingual Education Office took charge of the Community Services Program. The goal of Community Services is to become self-sufficient. Although there are many classes with a lot of potential, this goal is still far from being reached.

Non-Credit Classes. Only two sessions were offered this past year, a fall quarter and a winter interim quarter. This reduction in the program was caused by the shift in directorship which occurred while the fall quarter was in progress. The fall quarter class enrollments were far below projected or anticipated enrollments. A small winter interim schedule was offered to allow the new staff members time to make extensive evaluations and to begin developing a new direction for Community Services, one designed to achieve financial solvency.

Events. Due to budget and facilities limitations, only a couple of special events were offered. The Ballet Folklorico class performed one evening in a leased facility for approximately 700 community members. A "Journey into the Past" was the only other event offered. This travel slide presentation was coordinated and conducted by a faculty member free of charge to the public.

Administration and Planning

Long-Range Planning. The College performed the planning function in a variety of ways. These included a special collegewide activity designated as Educational Strategic Planning (ESP), the participation by the Vice President of Academic Affairs in the Statewide Comprehensive Planning Pilot Project, campus planning for permanent facilities and preparation for a visit by the Accrediting Commission.

The College selected members from faculty, administration and classified staff to participate in ESP, a strategic planning model developed by one of the business instructors. Eight teams were organized, each responsible for assessing a program or service, including its background and current status, and making recommendations for change or development. The eight activities were developmental, general, transfer, and occupational education; instructional, student, administrative and community services. The teams met between three and eight times individually and several times as

a total group. They analyzed the environment, established goals/objectives for the College, and began developing the strategies for achieving these goals and objectives.

In September 1984, the College was invited by the State Chancellor's Office to participate in the Statewide Comprehensive Planning Pilot project. Initially, thirteen community college districts agreed to develop a comprehensive plan for their respective colleges with guidance and cooperation from the State Chancellor's Office staff. All colleges were directed to attend monthly meetings to discuss, share, and organize a plan which would incorporate much of the information required of annual state reports. Each college's comprehensive plan would include short-term, mid-term, and long-term objectives based on required and supplemental data and on an internal process of participation.

The Vice President of Academic Affairs worked to develop a draft of a comprehensive plan which will be submitted to the State Chancellor's Office. With the data gathered by the ESP group, the Vice President identified goals, objectives and strategies which can be implemented as part of a comprehensive plan.

Almost from its opening, the College has been planning for the day when it will occupy a permanent campus. In 1982, the College worked with the architects, Skidmore, Owings and Merrill, to develop a campus master plan and preliminary drawings for a permanent facility to be built on the El Cariso site in Sylmar. During 1984-85, these plans were considerably altered. The cluster concept was represented architecturally by grouping offices, classrooms and laboratories around two enclosed courtyards within the two-story instructional building. This structural theme was continued in the Learning Resources Center, through another two-story area above the main reading room. The style of architecture selected was modernized Spanish Mission.

A Campus Planning Committee, comprised of administrative, faculty and classified representatives, worked closely with the architects in developing the building plans, and a large number of faculty and staff were involved in the more detailed planning during May and June. The architects developed blueprints, cost estimates and other data and materials for use in the preliminary planning package, to be submitted to the State Chancellor's Office in September, 1985. The architects will prepare the working drawings during 1985-86 and funds are being sought for construction financing for the 1986-87 fiscal year. Anticipated occupancy is Spring, 1989.

Special Fund Development. This was the second year in which resource development was managed by a committee, because cuts in Administration left the College with no administrator able to devote ample time to fund development. Besides the continuing projects, which include EOP&S, Vocational Education Act (VEA), Handicap and Bilingual programs, the College was successful in obtaining funds for the following special projects:

Basic Foods from the State of California, Office Administration from the Parsons Foundation, the Transfer Program from the Ford Foundation, and Contract Education from the Los Angeles Unified School District. Funding for these projects totalled $490,649.

The College's major strength in this area was a talented and dedicated staff. Many faculty, administrators and staff members, even without any assigned time, contributed to the development of proposals that enabled Mission to provide special classes, equipment and services to students.

The program has two basic needs: first, an administrator with assigned time to oversee the process of fund development so that the College can match faculty ideas with available resources; second, establishment of priorities so that funds developed will fit into the College's overall mission and help to achieve its goals.

Other Projects. The reaffirmation of the College's accreditation took place in June, 1984. The College must develop a report for the Accrediting Commission to be submitted in March, 1986, with a visit by a small evaluation team in April, 1986. The Committee preparing this report is chaired by the College Vice President, who is also responsible for consolidating the various planning activities at the College into one planning process.

Administrative Fiscal Services

Facilities. Major Facilities projects completed this year include the construction of a writing lab with space for up to a hundred students, construction of a new counseling area with four new offices and a meeting room, and a new 1,300 cubic-foot fireproof records vault in the admissions area. Asbestos and polychlorinated biphenyl (PCB) surveys of all areas were completed, and a new lighting system and three electric kilns were installed in the Cultural Arts Center. These and other tasks were accomplished in addition to regular maintenance work by a staff of three A Shift employees.

The Mission College bookstore modified its traditional mode of operations. It used the "book mobile" concept to reach students who enrolled in the District's Occupational/Technical programs. Most of those visits were conducted on the sites where the students were employed. Faculty and students alike appreciated the store's efforts and its willingness to accommodate their needs.

The management of the bookstore presented several in-house training seminars on motivation and merchandise display, the book fair and seasonal store decoration for store personnel. Response to these seminars was altogether favorable, according to evaluations.

Several factors limited the growth of the bookstore. In addition to declining student enrollments, many classes were offered several miles from

the Campus Center. The remoteness of these classroom locations made it difficult for many students to visit the bookstore for non-textbook purchases.

Security and Safety. College Police once again met their goal of maintaining a safe, secure and relatively crime-free campus. Of nineteen reported incidents, twelve were thefts and vandalism involving vehicles. Total loss from theft was $640, about a quarter of last year's total. Three frauds totalling $7,500 were prevented by quick detection and investigation. There was one accidental death of a student pedestrian hit by a vehicle. Given the much higher crime rate of the surrounding area, it is clear that the visible patrol and crime prevention programs were effective.

In addition to crime prevention, the police spent an enormous amount of time and effort on community relations and other services for staff, students and local citizens. Every month they performed an average of 1,100 minor services such as locking and unlocking doors and gates, retrieving keys left in vehicles, delivering messages, taking fingerprints, and administering first aid.

Much planning was done by staff for the College's participation in the statewide earthquake preparedness exercise, the College Emergency Plan. But attendance was minimal; the exercise generally was not taken seriously.

College Police were often assigned to work the switchboard. This consumed a great amount of time, especially in covering the switchboard when absences occurred. The College Police had clerical help for a brief period, but the position was vacated and remains unfilled due to budgetary constraints.

The only patrol vehicle is four years old, with 65,000 miles on the odometer. A second patrol vehicle is needed. With only one car to patrol an expanded area, coverage is too thin and a poor use of personnel. In Fall 1985, the patrol will be extended an additional 8 miles to serve classes relocated at Granada Hills High School. Under present conditions, College Police cannot handle the extra distance.

Hours of police coverage have also been extended to include Friday evenings and Saturdays. This puts a strain on existing personnel. There is an urgent need to fill the third officer position.

Plant Maintenance and Operations. The College operated in 13 leased locations, occupying 90,400 square feet of full-time leased/owned facilities. Operations continued without a Senior Custodian, and another custodian was lost to an extended military leave of absence. For 17% of the year, the Office was without an Intermediate Clerk Typist whose position should have been filled.

The campuswide program of improvements continued with the painting and repairing of various light fixtures. Completion of an audit with GTE will save approximately $4,000 per year.

Energy Conservation. The continued lack of appropriate funding again left only passive measures to implement. Despite rate increases, the College held closely to last year's costs.

Budget. The budget for 1984-85 was $5,088,268, a reduction of $284,798, or 2.7%, from the 1983-84 budget. The management of these reduced resources required the utmost care in reviewing and authorizing all expenditures.

In December 1984, the District determined that an additional $60,000 would be taken from the College budget. This was taken from classified salaries, supplies and equipment which brought the level of funding to a critical level. By the spring many supply accounts were depleted, creating a backlog of need.

The 1985-86 Operational Plan was developed with the complete involvement of the College Budget Committee. The District at first instructed the College to include in Component I what was required to maintain the same level of services as in 1984-85, and then made a Component I allocation of $4,690,000, which reduced the College budget figure by $398,268. In order to develop a budget at this reduced level, a subcommittee of the College budget committee was selected. The smaller group spent considerable time on a detailed analysis of all expenditures to determine what could be reduced.

Personnel Services

Procedures and Recordkeeping. In this era of limitations, Fiscal Operations was able to accomplish more with less. The College implemented the State-mandated enrollment fee collection program, a process which proportionately increased other related tasks such as reconciliation, reporting refunds, and bad debt collection. Operation hours were extended, and there was an increase in direct student contact similar to that of the Admissions and Records Office. All this was accomplished with fewer personnel than in prior years. Results were excellent, as noted by our District Internal Auditor's report: "Cash collections are well documented and safeguarded at Mission College."

Payroll timekeeping is another function among many performed by the Fiscal Operations staff. The limited staff hiring policy did not coincide with reduced timekeeping responsibilities. On the contrary, an increase in additions, deletions and cancellations of classes has made keeping track of faculty work time more difficult.

Affirmative Action. The College Affirmative Action Office representative continued to participate in all selection committees for new employees. This year marked another year of decrease in staff size, so no progress was made toward the College's interim goals to decrease underrepresentation in certain personnel categories. But goals were considered in each opening that occurred.

Affirmative Action activities this year included a special program on Black History Week, a Cinco De Mayo program, and a "Women Together" group experience for students. In addition, members of the faculty and staff participated in in-service training sponsored by the District to provide equal opportunity for all employees to succeed and advance at the College and the District. Mission College staff also participated in a workshop on guidelines for civil rights compliance, a drive-in conference on discrimination complaint procedures, and a conference of the Association of Mexican American Educators.

The College anticipates that next year will be another year of decreasing staff size. Cuts and transfers must be monitored as carefully as the selection of new employees, to assure equal opportunity for all.

Staff Relations/Labor Concerns. A primary concern was lowered staff morale, which was due mainly to the large number of classified terminations or transfers. These losses, plus the freeze placed on the filling of vacant positions, have resulted in remaining staff carrying a larger work load and performing duties they had not been expected to do before. Staff reductions have reached a point where it is extremely difficult for the College to function efficiently on a day-to-day basis, and almost impossible to meet increased demands for staff assistance during the registration/orientation periods.

SUMMARY

This year was a hard one for both Mission College and the entire District. The imposition of an enrollment fee was an especially severe blow to students of the College, many of whom are low-income minority women. As the smallest college in the District, Mission should have been the most vulnerable to the negative enrollment trends afflicting the District. Yet its enrollment loss percentages were not significantly greater than that of the District as a whole. College enrollment was down, but not gravely so.

Mission College has risen to the challenge of adversity with bold program changes. Weak programs have been scrapped or reduced, while vital ones have been strengthened. New strategies have been formulated to attract new students. A guaranteed transfer program for UCLA and CSUN-bound students was established, and the new PACE program should bolster enrollment in the social sciences and humanities. On the vocational front, the College strengthened its contact with the business community through its con-

tract education classes. Project ACCESS assessments showed the need for expansion of developmental programs, while helping the College to better counsel its students.

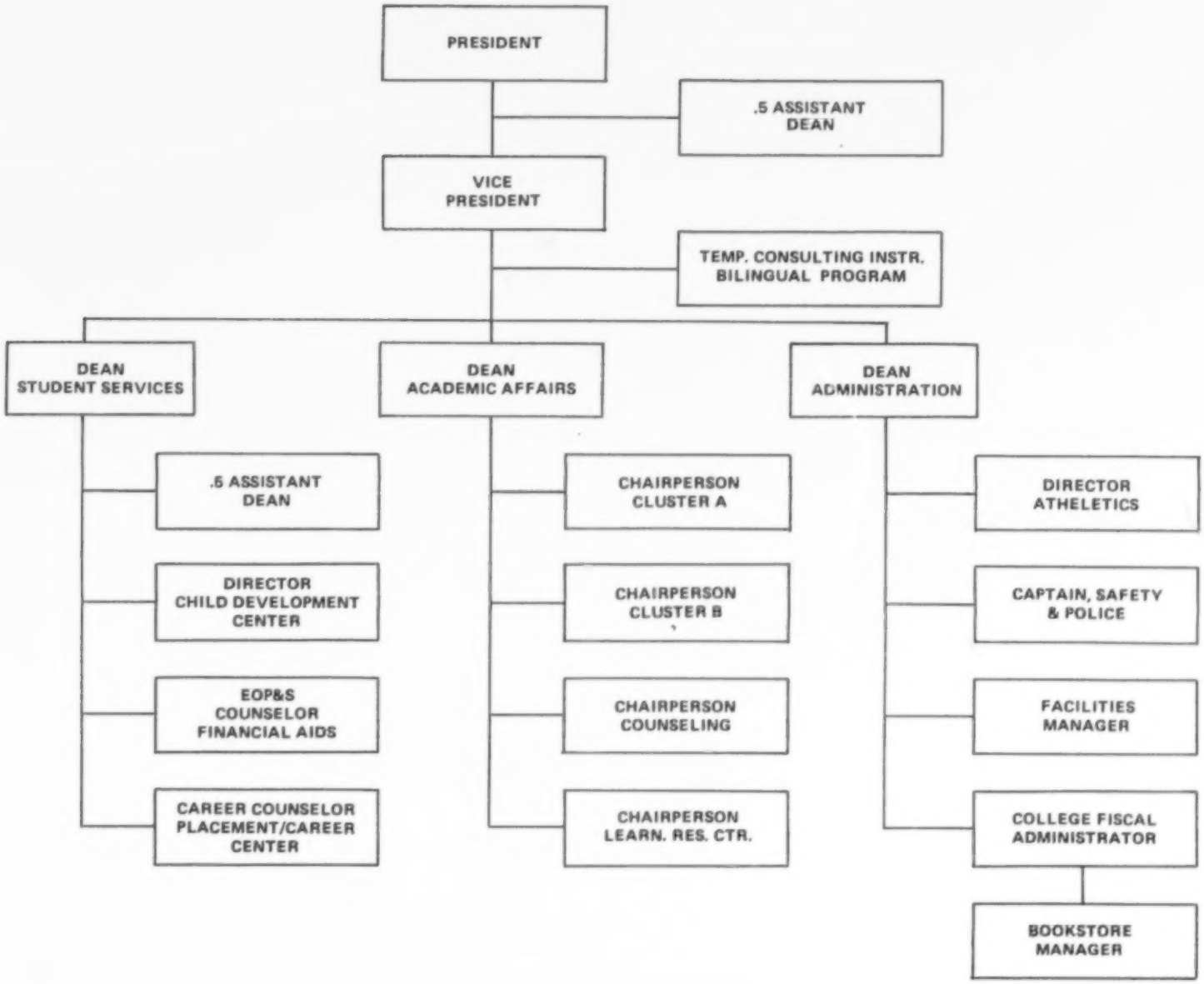
The College also reacted to hard times by increasing long-range planning activity. After studying various aspects of instructional and administrative functions, as well as the changing socio-economic environment, planning team members began to formulate new goals and objectives for the College.

Final detailed planning for construction of a permanent campus for the College were completed for submission to the State Chancellor's Office. Construction should begin in 1986-87. In the meantime, a county facility has been leased to house the Art Center, and a new counseling area and a writing lab have been constructed. Other facilities have been rehabilitated as far as a reduced budget permitted.

The loss without replacement of the Vice President of Administration and the Assistant Dean of Student Services left the College with half the number of administrators it had three years ago. With their expanded workloads, classified staff were also under severe strain.

The road ahead for Mission College does not look easy, but the need for its services in the North Valley community is stronger than ever. The College has committed itself to adapt to the changing needs of its students, and looks forward to growth and vitality as it ventures into new directions.

LOS ANGELES MISSION COLLEGE
TABLE OF ORGANIZATION



Los Angeles Pierce College

THE COLLEGE

Community Served by the College

Pierce College is located in the San Fernando Valley, approximately 25 miles northwest of the City of Los Angeles. It serves the communities of Canoga Park, Winnetka, Woodland Hills, Chatsworth, Porter Ranch, Encino, Tarzana, Granada Hills, Northridge, Reseda, and West Van Nuys. The 1980 census indicated that the demographic characteristics for these communities were: 85 percent white, 10 percent Hispanic, 2 percent Asian, 1 percent black and 1 percent other. During the fall of 1984 the ethnic composition of Pierce's student population was 74 percent white, 9 percent Hispanic, 10 percent Asian, 3 percent black and 4 percent other. A comparison of the service area and student populations reveals that enrollment was slightly higher among all groups except for whites, indicating an influx of minority students from outside of the immediate community service area. Residents of service area communities are fairly affluent, and many are employed in computer, electronics, and aerospace industries.

In 1984-85, Los Angeles Pierce College had the largest enrollment of any college in the district, and its four percent participation ratio (enrollment as a percentage of community population) is the highest in the District. The College reported the highest percentage of whites (74%), the highest percentage of students under 25 years of age (60%) and the highest number of transfers to public California universities. As in other colleges, female, part-time, and day students were in the majority. Pierce College's farm program and its related activities make the College a truly unique institution in the community and in the District.

The 1984-85 fiscal year was characterized by continued funding reductions. These reductions were caused by a combination of factors, including the full impact of proposition 13, a reluctance at the State level to fully fund the community colleges, and a continued decline in enrollment. These reductions resulted in the loss of student and other services and a decline in the number of college employees. Pierce College was able to carry out its mission; however, reduced resources will make this increasingly difficult to accomplish.

Mission and Function Statement

During the 1984-85 academic year the campus initiated a study to evaluate the mission and function statements of the college. After many months of committee study, a mission statement was produced and reads as follows:

> Los Angeles Pierce College, with its inviting open-admission policy, is committed to quality education and to providing the community with diverse and enriching activities. This mission is achieved through the following functions:

1. Pierce College provides lower division programs for students wishing to pursue baccalaureate degrees at universities or other institutions of higher education.

2. Pierce College provides a variety of occupational and professional programs for entry-level employment and the upgrading of existing skills. The College also provides opportunities for retraining in new careers as well as other unique educational partnerships with business and industry.

3. Pierce College offers students a variety of courses in response to their individual needs for general education and other opportunities for personal and cultural growth.

4. Pierce College provides opportunities for students who are physically disadvantaged, for students who have limited English-speaking skills, for students who are especially gifted and talented, and for students who qualify for financial assistance.

5. Pierce College offers students preparation for successful learning through educational and career counseling, placement testing and guidance in program selection, and developmental programs for students who need to improve their learning skills.

6. Pierce College responds to local needs and interests with a variety of non-credit extension classes and recreational opportunities to enrich the personal life of the individual and enhance the social and cultural life of the community.

College Goals

In pursuit of its mission and functions, specific College goals are:

1. To preserve the central campus bordered by Winnetka, Victory, De Soto, and Oxnard for the support of existing and future college programs.
2. To nurture a feeling of belonging, involvement, and sharing in the process necessary to reach college goals and personal fulfillment.
3. To improve the communication network to enhance understanding, participation, and decision making.
4. To work with the community as educator, as provider of services, as neighbor, and as a partner in community development.

5. To further develop the variety of high visibility performing and visual arts while integrating College activities with the cultural developmental of the West San Fernando Valley.
6. To develop and implement a plan to distribute and decentralize decision making to its most effective level.
7. To improve the appearance, safety, comfort, and cleanliness of the campus, while preserving the rural atmosphere.
8. To develop and implement a coordinated plan to acquire state-of-the-art-equipment through fund raising, VEA, grant proposals, industrial liaison, and nontraditional sources.
9. To maintain a facilities plan to meet the needs of the College.
10. To develop and implement a strategic management plan to be used in program evaluation and resource allocation.
11. To attract the community to the many opportunities and quality programs of the College.
12. To provide up-to-date and comprehensive occupational programs so that students can be valued employees.
13. To maintain a functional level of staffing in academic programs and support services in accordance with affirmative action principles.
14. To encourage students and student organizations to assume academic, social, cultural, and recreational responsibilities.
15. To maintain a transfer education program from which students can transfer to a university with full academic parity.

College Organization

Since this past year has been the first full year of operation under the "vice president" structure, several changes appear on the College Organization Chart.

The Academic Affairs Division added an assistant dean, who was assigned to the evening and summer programs. This allowed the other three deans in the Division to spend more time with their departmental assignments, resulting in much closer control of the hourly budget.

The Administration Division was reorganized under two major functions headed by a Dean of Student Services and a Dean of Administrative Services. The latter position was filled in March but not occupied until July when a replacement arrived for the Dean's former post as Assistant Dean of Admissions and Records. The Dean position was converted from an Assistant Dean of Administrative Services position and new duties added, including preparation of the Annual Report and the three management planning functions: master planning, the Capital Construction Plan and Operational Plan development. Responsibilities for Admissions and Records, Personnel, and the coordination of the recruitment process (as required by recent District directives) are also a part of the new positions. The Dean of Students continues to be responsible for all student activity functions, athletics, student grievances and discipline,

financial aids, EOP&S, College bookstore and cafeteria. The decision to move the bookstore and cafeteria functions into the Dean of Students' area resulted in the integration of these functions into the mainstream of student activities.

The College Fiscal Administrator was assigned the task of budget management, with a requirement to develop regular reports showing problem areas and areas where funds are available to cover shortages. The CFA also was given the responsibility of managing contra accounts and the technical aspects of budget development.

Another change involved assigning the Civic Center Permit function to the Building and Grounds Administrator. While this resulted in a higher, more realistic assessment of the college costs, it did cause some concern among community groups with low budgets.

A chart illustrating the organization of college administration is presented on the final page of this narrative.

ACHIEVEMENTS AND PROBLEMS

Instructional Program

The instructional program continues to be outstanding in quality and in variety. Declining enrollments have caused a cutback in the number of courses, both day and evening. To accommodate the declining number of hourly assignments, about 25% of the instructional staff were given non-traditional assignments.

The Classified Staffing Plan has affected collegewide capabilities and in general has made sustaining the instructional program more difficult. The Honors and Humanities programs have continued to expand but are in jeopardy with the prospects of a reduced budget.

Pierce has the highest enrollment and class size of any District college and the second highest WSCH/FTE. High vitality programs include Mathematics, Statistics, Economics, Business, Accounting, Computer Science and all of the social science disciplines. Low vitality programs include Nursing, Physical Education, Agriculture, some industrial technology disciplines and the humanities.

Transfer. The College continued its emphasis on the transfer curricula in 1984-85 with an increase in the number of students transferring to the California State University (CSU) and University of California (UC) systems. Pierce ranks fifth out of the 60 community colleges in the state in the number of transfers to the CSU system, with 752 in 1984-85, as compared to 741 in 1983-84. Transfers to the UC system were 117 in 1983-84 and 113 in 1984-85. Pierce has been selected to participate with the University of California at Los Angeles (UCLA) in a program that will assure the transfer of students redirected from UCLA to Pierce, as well as

outstanding Pierce students; this program should bolster transfer statistics in coming years.

The Transfer Education Committee has continued its study of the recent California Postsecondary Education Commission (CPEC) recommendations for reaffirming the transfer function. A strong emphasis has been placed on high school programs, with concentration on preparation and articulation.

The College continues to be concerned with the need to maintain high quality transfer programs in the face of continued declines in resources. A close functional relation with UCLA and California State University, Northridge (CSUN) is necessary to develop ease of transfer as well as a tracking system for Pierce's transfer students.

Vocational Education. The vocational programs at the College continue to be strong, with high growth in Business, Computer Science and Electronics. Given space and equipment, these disciplines could double in enrollment. The College continues its endeavor to bring all of the vocational departments up to state-of-the-art standards by working closely with community advisory committees. Office Administration has upgraded and revised curriculum to meet the needs of the new concepts of the computerized/automated office.

Industrial Technology, although showing a decline in some areas, has grown in high technology applications such as numerical and quality control. With the addition of staff in Automotive Technology and a proposed new building slated for next year, the program shows signs of increasing its vitality.

The Vocational Five-Year Plan was reviewed and updated to reflect current trends and goals for each department. Problem areas include matching funds for each program, use of facilities, alterations and improvements necessary for new programs, acquisition of needed equipment, and maintenance of staffing.

The Dean of Vocational Education continues to build strong liaisons with local business and industry in order to create new contract classes and to build stronger ties to the community.

The number of students enrolled in Agriculture classes is declining and plans are underway to downsize the farm operation and to evaluate the instructional program. The shortage of resources affects the total agricultural program.

Developmental. With the increase in the number of limited-English-speaking students and the decline in basic skills proficiency of the student population, a demand for developmental activities has emerged. The curriculum has been changed to accommodate an increase in the number of remedial classes. The College has instituted a full-blown testing program to

assess new students in mathematics and English; this has increased the demand for developmental programs and for use of the Study Skills Center. The College is offering a larger number of remedial math sections. Continued study is underway to evaluate the Developmental Communications courses and their effect on students' access to the mainstream of coursework.

Instructional Support and Student Services

Library and Learning Resources Centers. The 1984-85 year was one of fiscal restraint for the Library, despite the award of a one-time grant of $22,000 from the District and the receipt of additional aid from the Associated Students. These funds were used to purchase books, magazines, and a computer which will be used in the circulation and order areas.

Circulation figures declined slightly in all departments. Work/study students helped offset a limited student worker budget. Despite worker shortages, the library maintained basic public desk services and some phone reference service. Enrollment in Library Media 15 remained high. In the summer of 1985, special library cards will be replaced by student ID cards, a move which will save many hours of clerical time.

Due to budget reductions, the Media Center has been seriously restricted in meeting its commitment to provide instructional aids to the classroom and the students. Once staffed with seven employees, the facility now must operate with two and is not open in the evenings.

The Pierce College Learning Assistance Program identifies academically underprepared and limited English-speaking students and provides assistance to help them improve their performance in college courses. This assistance is accomplished through referrals to workshops or individualized peer tutoring in basic academic and/or subject skill areas.

During this year, the Learning Assistance Program served 838 academically high risk students. Two hundred thirty-six students earned Developmental Communications course credits; a total of 13,607 hours of learning assistance was provided; and 463 vocational students were assisted under a special Vocational Education Act (VEA) grant to improve their academic performance in an occupational field. Approximately 54 students with a physical and/or learning handicap were assisted with an individualized learning program. Both the computer instructional programs and the morphographic spelling workshops initiated in 1983 have been successfully expanded. Evaluation of data from these programs has indicated improvements in academic performance and retention among students using services.

Counseling and Services to Special Clienteles. During 1984-85, the Counseling Department served 14,721 students through individual counseling appointments on a drop-in basis. Students contacted for individual career counseling appointments, Eureka workshops, and crisis intervention numbered 2,873; 6,200 students attended mandatory advisement sessions, probationary student meetings, and transfer workshops. Other counseling ser-

vices were offered at EOP&S, Financial Aid and Women's Resource Center offices (Goal 4).

The most severe problem encountered by Extended Opportunity Programs and Services (EOP&S) was student attrition and stress due to the lateness of the financial aid awards. As a result, many students dropped out of school. The common occurrence of classes being cancelled, often after the semester was already underway, left many other income-eligible students with too few units to qualify for EOP&S. As a result, the director devoted more of her time to counseling and crisis intervention with students than in years past.

In spite of these problems, significant strides were made in the Program. A total of 339 eligible students were identified; 118 of them received EOP&S grants. Five workshops offered during the fall semester and six during the spring attracted 112 students. A well-trained, knowledgeable staff, including some who are bilingual English/Spanish or English/-Vietnamese, provided peer support and advisement. The Advisory Committee met twice during the year, and demonstrated much interest and support for Program activities. Of those referred for tutoring in English as a Second Language(ESL), thirty EOP&S-eligible students were scheduled for ESL tutoring through a VEA-funded, limited-English-speaking (LES) tutorial program administered by the EOP&S director. These students received a total of 337 hours of individualized, high-quality tutoring.

Several audits were made of the EOP&S and LES programs during the year. Adequate preparations were made, and no audit exceptions were found in either of the programs; all aspects of both programs were found in compliance with State and Federal regulations.

This year the EOP&S director was honored in being one of a small number of directors statewide to serve on an Operational Program Review team. With members of the State Chancellor's Office staff, she evaluated the EOP&S project at Shasta College in Redding.

During 1984-85, the Veterans' benefit program provided assistance for 1,000 veterans who required over-the-counter contact and explanation of the procedures necessary to receive educational benefits from the Veterans' Administration. Paperwork was processed for approximately 900 veterans and dependents. After the exclusion of veterans and dependents who enrolled in the College but did not appear and students who withdrew from classes, 650 awards were received by veterans for educational benefits.

The Pierce College Special Services Program underwent many changes and improvements during the 1984-85 school year. The Program's enrollment declined as a result of new, more stringent procedures. In an attempt to make the Program more accountable and audit-secure, a more rigorous and organized student count was instituted which included the usage of a new uniform student folder format, medical verification checks of all students, and a limitation of claims to those students who were actively requesting and receiving services from the Program. Implementation of these procedures resulted in the removal of many student records that had been mistakenly counted in the past.

Using a strong recruitment and advertisement campaign during year, the Special Services Program served 467 disabled students in 1984-85. This number includes 214 physically impaired, 182 communicatively impaired and 71 learning disabled students. New responsibilities were placed on deaf stu-dents for more efficient utilization of interpreting services and for accountability regarding absences and withdrawals from classes. A new policy of "reserving" an interpreter was also implemented, with sufficient funds being allocated next year to insure that this service can continue.

Three objectives unmet in 1984-85 should be met in 1985-86; 1) acquisition of monetary contributions from the private sector to assist the Program, 2) progress in the removal of architectural barriers, and 3) increasing disabled student enrollment.

Because of difficulties with the architect and contractor, progress in removing architectural barriers was delayed. There was an opportunity to receive funding through a private source for removal of certain architectural barriers, but proper clearances and approvals were delayed, due to a reduction in plant facilities staffing. Factors preventing an increase in disabled student enrollments include the early start of the school year and the $50 tuition fee, which reduced the total number of students at Pierce and hence the number of disabled students.

Highlights of this year included: 1) the acquisiton of a Harris Terminal to perform handicapped student registration, data base entry, and general information retrieval; 2) the continued expansion and improvement of computer-assisted tutoring, developed and used by the Special Services staff (software cannot be developed fast enough to suit the needs of the students); 3) sign workshops for College faculty and staff (each of three identical workshops was one hour in length in order to accommodate different working schedules); 4) the staging of the Miss Deaf Beauty Pageant; and 5) the installation of an answering machine for the telephone device for the deaf and the associated phone line, providing 24-hour-a-day, 7-day-a-week access for deaf students and their interpreters.

The Women's Re-entry/Resource Center made approximately 350 student contacts during 1983-84. In addition to its ongoing activities, such as the weekly support group for returning students and the monthly sessions offering free legal service, the Center organized over 30 seminars and workshops. Attendance ranged from 15 to 50 participants per workshop; topics included self-esteem, careers and relationships, life transitions, women's health, coping and adapting, grooming, creativity, and rape awareness. More than 1,500 students were referred to other campus services and community agencies. Im honor of Women's History Week, the Center hosted a special program. The topic "Women in Modern China" evoked lively discussion from over 100 faculty, staff and students. More than $2,500 was distributed to students through the Center's Small Grants and Loan Fund and private donor scholarships. Former Pierce students continue to show appreciation by setting up new scholarship funds through the Women's Re-entry/Resource Center. A new, three-edition newsletter was prepared and circulated to 5,000 campus and community members.

At the beginning of the 1984-85 school year, financial aid in the Los Angeles Community College District was centralized at East Los Angeles College, leaving a reduced office staff at Pierce. The problems that ensued during the year have been sufficiently discussed in other documents and reports. However, it is anticipated that difficulties encountered in the initial year of the new system have been corrected and that the District will have an effective system in the future.

The result of the initial reorganization was fewer students being processed (425 in 1984-85 as opposed to 644 in 1983-84) and an increase in average processing time from four to six months or more. Total utilization of all Title IV funds except for College Work Study was achieved only by granting higher awards to fewer students. College Work Study was underutilized because awards were late in coming. By the time the students were awarded financial aid, there was not enough time left in the school year to work out their award. Some students could not wait and sought outside jobs.

Many of the difficulties experienced in 1984-85 have led to improvements for the coming year. Financial aid policies and procedures have been redesigned for both the Central Unit and the campus offices, so that files can be reviewed at the campus level. Additionally, all required documentation forms were updated and printed prior to the beginning of the award year. This planning will enable students to get all required documents completed whie their state applications are being processed, making review, forwarding to the central unit, and packaging of applications and related paperwork more efficient. Finally, the Financial Aid Management System (FAMS II) system is now functioning and the packaging module is operational. This system allows packaging by computer, which should speed up delivery of financial aid to students and provide for cost reduction at the same time.

Admission and Records

Further reductions in Admissions staffing in 1984-85 made effective operation very difficult. The result was long lines, elevated error rates, and a reduction in services to the bare minimum required. While in the past reduced staffing led to the elimination of low priority functions, the Office was now forced to consider reduction in fundamental functions, such as admissions, registration and transcript production.

The automated verification system was introduced this year and brought about a speedup of procedures. There has also been a continuing concern with academic standards. The Petitions Review Committee has been reviewing student petitions involving interpretations of and exceptions to graduation and certification requirements.

Student Activities. In 1984-85, the Associated Student Organization (ASO) budget allotted approximately $200,000 to fund co-curricular programs at Pierce. Programs and activities supported by the ASO served a majority of

students in some way on the campus. Although the ASO was very active, actual student involvement was at an all-time low. Much of the decline in student participation can be attributed to a decrease in faculty concern. In the past, the faculty took a more active role in working with students; this included sponsoring clubs and encouraging students to engage in out-of-class activities.

Reduction of regular classified staff positions has placed a greater financial burden on the ASO to provide staffing for the Campus Center. Involvement of the Dean of Student Services in addressing financial aid problems, and development of districtwide student leadership have resulted in less time for both the Dean and ASO leaders to motivate faculty and to work with campus clubs and organizations.

This year, after many years of prodding, the District authorized a program at Pierce to encourage the growth of its foreign student population. This program has resulted in a 45% increase in foreign student enrollments over last year. A full-time foreign student counselor was added to the staff, with a very beneficial effect on the program.

Special Services. The Student Employment Office in 1984-85 received 10,300 job listings, both full and part-time, for enrolled students and graduates. The Office contacted approximately 13,000 students, and 30% of these were placed in jobs throughout the community. An additional 1,206 housing listings were received and 900 referrals made. In addition, 100 students were placed in on-campus jobs through the College Work Study program. The Job Fair, held in April, hosted 53 employers from the community and was attended by 3,500 students.

The Child Development Center provided a learning environment for approximately 90 children, enabling their parents to attend classes at Pierce. At the same time, the Center allowed Pierce students and others to use it as a laboratory and to improve parent involvement and education.

A recently completed tenth anniversary celebration included a festive luncheon for present and former staff members, a districtwide family picnic at Griffith Park, and a slide presentation to the Board of Trustees.

Community Services

In 1984-85 Community Services offered a wide variety of recreational, cultural and non-credit educational experiences to provide alternative learning and leisure-time activities for residents of the community. Ten off-campus sites provided activities for citizens seeking classes in their neighborhoods. Over 800 Gold Cards were issued to senior adults, bringing the total cards issued to more than 8,500. All activities, evaluated regularly, continue to fulfill the objectives of the program. While Community Services was limited by fiscal shortages, careful management permitted some increase in the size and scope of the program. Maximum participant contact increased the income generated for 1984-85 by more than

$70,000. Future efforts will continue to be directed toward maintaining a totally self-sustaining program.

Non-Credit Classes. Short-term, not-for-credit offerings addressed the need for personal growth, career development, recreation and special interest programs. Many classes offered continuing education for relicensure, job upgrading and promotion. Students of varying ages attended 1,350 classes; enrollment exceeded 22,000, a 9% decrease from the previous year.

Events. Because of fiscal limitations, only two community events were held this year: the seventh annual "Sounds of Christmas" concert and the "Aman Folk Ensemble." Although cultural offerings were reduced in scope, innovative methods of financing these presentations, such as shared-house percentages with artists or companies, and co-sponsorship with on-campus groups and community agencies, were initiated in 1984-85 and ensured continued cultural programming.

Special Services and Facilities. Evening and weekend open-recreation programs decreased in number this fiscal year. Civic Center permits were issued to qualified community groups and organizations, and efforts were made to recover costs of implementation. Active participation and articulation with community groups and organizations increased communication and continued to develop awareness of the College and the Community Services program. More than 6,000 children and adults from the local community and greater Los Angeles were conducted on 461 guided tours of the Pierce College farm, and the summer program "Day on the Farm" involved 83 tours for 2,264 children from schools, camps and other programs. A minimal charge was initiated to defray tour costs, but demand and attendance remained high.

Administration and Planning

Long-Range Planning. Long-range planning continued in earnest during 1984-85 with the recent conclusion of a major missions and goals project. After weeks and months of reading and discussion, a series of statements emerged: "Our Mission", "Our Values", "Our Functions", and "Our Goals." During March and April these were circulated throughout the College for commentary and refinement. Some changes were made, and on April 18, 1985, the Planning and Development Committee, a collegewide advisory group, recommended adoption of the statements to the president. While no one element of the process may be unique, the combination has already produced a heightened awareness of and an interest in the planning process. Participants have a shared knowledge of common purpose and direction which can only help Pierce to manage the difficult days ahead.

The process has been as important as the product. It has brought together representatives of all segments of the College and achieved a level of interaction and collective endeavor not before experienced. While this process is only a beginning, the crucial first step has been taken to de-

termine where the College is and what direction it should take. Results from this project have provided a model for Pierce College in which a direction (mission), a vision (values), and a focus (goals) have been very clearly identified and in which a collegewide system to develop objectives has been established.

Concurrently, budget restraints continue to challenge the College to reallocate its declining resources to maintain programs and services as effectively as possible. The emphasis continues to be one of retrenchment and survival with reductions in budget and/or personnel occurring in all programs and services. Utilities costs continue to increase, resulting in a great deal of attention to alternate energy sources, including cogeneration.

Major Research Projects. No research projects have been undertaken this year.

Special Fund Development. The Foundation for Pierce College continued to support the College through donations of equipment and cash grants. The Life Science Department received $1,800 to purchase a new aquarium, and the Art Department was granted $1,500 to restore a collection of historical slides donated to the Department. The Foundation helped remodel the Pierce College Lobby with a donation of $5,000. A donation of $3,000 was given the College to support the high school visitation and recruitment day event. International Business Machines continued their support of the Fastdraft Computer Aided Design project by donating another $10,000 for curriculum development. A large number of automobiles were donated to the Foundation by members of the community. Repair of the cars give students "hands-on" experience, and when resold to the community give the Foundation an income. A new Buick was donated to the automotive program by General Motors Division.

Other Projects. On April 10-12, 1984, an eleven-member accreditation team visited Pierce College. Reaccreditation was affirmed by the Western Association of Schools and Colleges.

Public Information. The Office of Public Information disseminated information about the College to the news media. During the year a total of 200 news stories, feature stories, and radio items was distributed to the media to highlight College programs and services.

Community Relations. Liaison with business and industry continues to be an important priority at Pierce College. During the year a number of contract classes were conducted for firms such as Systron Donner, Microwave Division, Hughes Aircraft Division, Litton Guidance and Control Systems, Microwave, Inc., General Motors Van Nuys Division, and the State of California Conservation Corporation. Under an Employment Training Panel contract, the retraining of 218 persons for Computerized Numerical Control

took place. The contract was funded for $329,904. Six hundred and nineteen survey forms were mailed to firms in the West San Fernando Valley seeking information about their needs for training and retraining personnel in the area of quality control. Additional contract classes were developed with the Valley Nursing Consortium and Valley Presbyterian Hospital in Van Nuys. These courses will begin in the fall semester of 1985.

The Pierce College occupational education advisory committees were active during the year and gave valuable support through equipment donations and by reviewing and evaluating the occupational programs.

Administrative/Fiscal Services

Facilities. The College completed several deferred maintenance projects during the year. These included re-roofing of two bungalows, the Industrial Education building, the Auto Shop, and the Life Science building. The re-roofing of four smaller buildings was also begun. An electrical switching system was installed as a final deferred maintenance project. During the course of the year the working drawings for the new Automotive Shop addition were prepared, and the College engaged in a study to determine the feasibility of a Bookstore/Cafeteria complex.

Routine maintenance on campus became more difficult, due to the reduction of staff and funds and the increased age of the facilities and equipment. Several areas which have to be carefully watched in the future are the lawn sprinkling system, the mechanical ventilation units, and all of the campus vehicles. Lack of funds and maintenance personnel may cause a critical and irreparable equipment failure in these areas.

Security and Safety. The College Police Department suffered serious cutbacks in staffing levels during the 1984-85 year, resulting in a 10% drop in incident reports handled by the department. Funding was not available from the Associated Student Organization as in previous years. This lack of funding resulted in the cancellation of services such as night escort, ticket writing, and parking lot patrols using students.

Plant Operation and Maintenance. Plant Operations continued to maintain service to the students and instructional staff, although its effectiveness has been hampered by obsolete equipment and staff reductions. The electric carts and movers are in a constant state of disrepair, and the College has been faced with a 60% reduction in campus gardening and custodial staffing levels.

Although Plant Operations reached its lowest staff level ever this year, its goal has been to make the campus look as clean and attractive as possible. Staffing cuts have necessitated service cuts; Pierce College has a total of only 27 positions available to clean 615,000 square feet of buildings, walks, streets, parking lots and a football stadium.

Energy Conservation. A major cogeneration energy conservation project is being designed at Pierce College to meet the following goals:

1. Provide a low cost method of generating electricity and thermal energy from one power source.
2. Provide stable power to computer and communication facilities.
3. Provide backup or emergency power.

This project calls for burning natural gas in strategically placed generators on campus. Since cogeneration means obtaining two or more types of useful energy (electrical and thermal) from one power source, a substantial saving could be realized. The heat produced from these generators may be used for pool, room, and water heating. With absorption equipment, room cooling can be accomplished.

Pierce College has a critical need for cooling facilities during the summer months, and needs a stable power source for the Computer Science department. During the last 18 months power failures or surges to the computers resulted in losses approaching $25,000 for repairs and reprogramming. The cogeneration project should prevent such mishaps from occurring. Additionally, emergency power will be available to the entire campus when the project is completed.

Budget. During the development process, the budget for the 1984-85 fiscal year included contra accounts totalling $850,000. The budget developers were confident that this amount could be saved from salary accounts. Unfortunately, unforseen events forced unanticipated demands on the budget, resulting in slight imbalances in the classified account. But the College was successful in controlling certificated hourly costs and most classified substitute and relief expenditures. The 1985-86 budget was developed with the problems of 1984-85 in mind. The Planning and Development Committee, a broad-based committee composed of members of the entire college community, was involved in developing the philosophy of the budgeting process. The primary objective was to develop a budget based on total cost per unit rather than to budget such expenditures as student worker and supplies without considering minimum need. This process involved analyzing enrollment and expenditure reports from previous years and projecting WSCH levels and the cost of reaching them. Finally, decisions were made which would allow the College to reach the WSCH levels within the fiscal and personnel parameters assigned to it.

Personnel Services

Procedures and Recordkeeping. The Harris computer equipment has proved to be a real asset in personnel functions, and the College is looking forward to the time when payroll is automated. District salary encumbrance procedures are still unproven, and additional attention is needed in this area for reports to be useful.

Affirmative Action. Twenty-one probationary and long-term substitutes were hired in 1984-85, including 5 females and 2 minorities. Eleven percent of Pierce's employees are minority and 40 percent are female.

Staff Relations. Staff relations are, in the main, amicable. Most grievances were resolved at the local level.

Staff Development. The Academic Renewal Day (flexible calendar) planned by the Staff Development Committee was a successful first effort. The District Office of Staff Development Programs and Services sponsored workshops on earthquake preparation, first aid, Cardio-Pulmonary Resuscitation (CPR), creative communication, Test Construction and Evaluation Systems (TCES), and memory improvement. Two weight watchers' programs resulted in improved health and appearance for Pierce College employees.

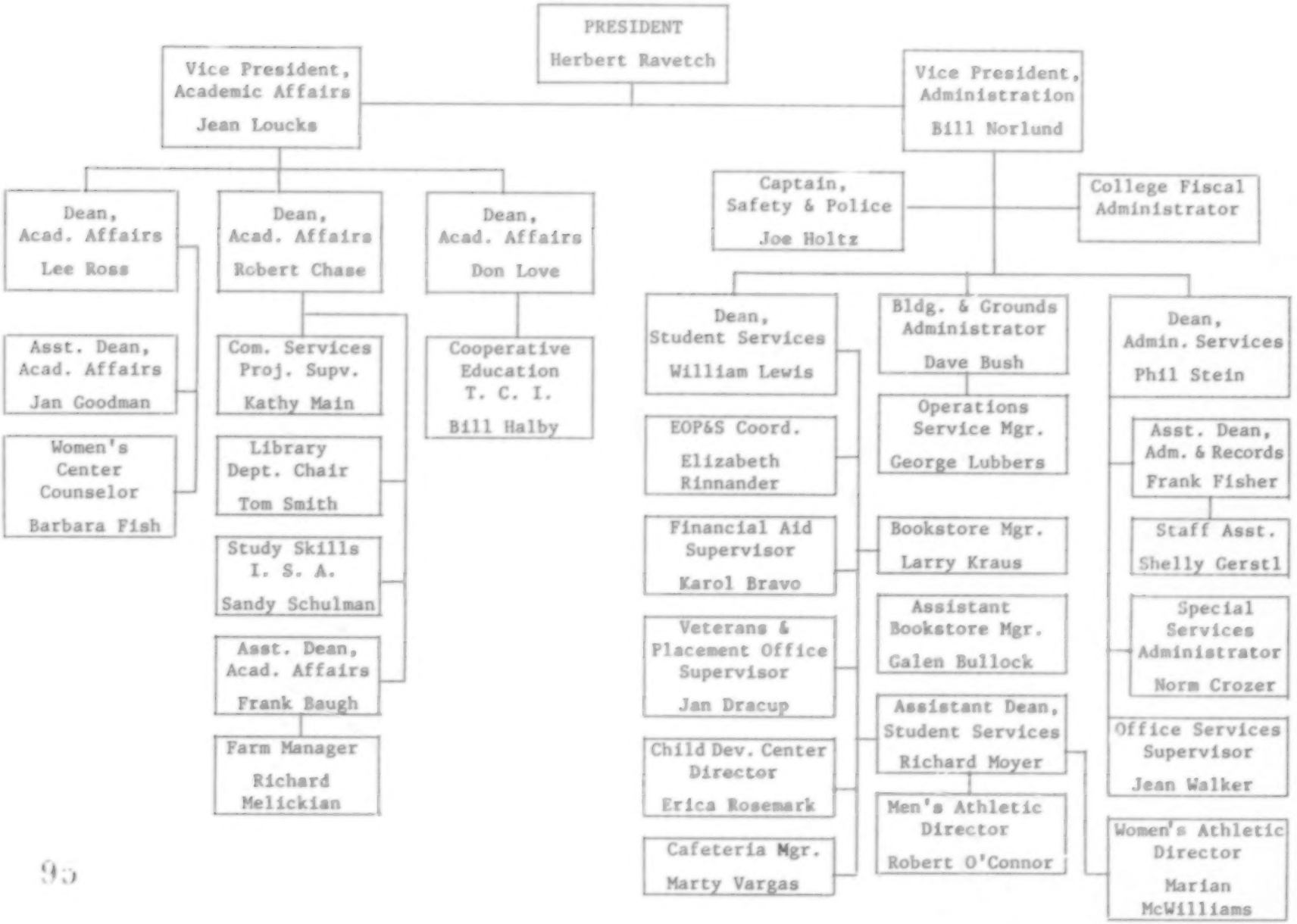
SUMMARY

Though faced with severe budget reductions, Los Angeles Pierce College made significant strides during the 1984-85 school year. With the completion of the Mission and Goals project, the College for the first time has a clearly defined direction, from which collegewide objectives can be formulated. The administration, faculty and staff continue to work in an atmosphere of collegiality, striving to maintain a positive approach to the fiscal constraints under which the Los Angeles Community College District must function.

The instructional program continued to transfer high numbers of students to the University of California and California State University systems. The College further developed its strong relationships with community residents and civic, business and industrial organizations.

Highlights of the year included continued development of utility cogeneration systems, mission and goals seminars and a high degree of cooperation between the major divisions of the College.

LOS ANGELES PIERCE COLLEGE TABLE OF ORGANIZATION, 1985-86



Los Angeles Southwest College

THE COLLEGE

Community Served by the College

Southwest College's student population mirrors the population of the community. The location of Southwest is within central Los Angeles at Western and Imperial, serving an area bounded by the Compton and El Camino districts and the service areas for East, Trade-Tech and West. The population of this area is predominantly black (64% in 1980) but with growing Hispanic (20%) and Asian (5%) components. Southwest's students are 94% black, 3% Hispanic, 2% Asian, and 1% white. The Hispanic population in the community is rapidly increasing in the elementary schools and the adult schools; so far, this increase is evident at Southwest only in Community Services classes. Levels of community income and education, reflected in Southwest students, are among the lowest of any service area in the District. Specific student characteristics at Southwest which do not mirror the community are the proportions of women (69%), part-time students (76%), older students (53% over 25 years), and evening students (43%).

A major planning goal for Southwest will be to improve its ability to compete with nearby colleges for enrollment and to cultivate new sources of enrollment. Special attention is being given to recruitment, the maintenance and productivity of existing programs, and the development of new, low-cost programs and delivery systems which can increase enrollment. Weekend and short-term classes and the concurrent enrollment of high school students are innovations which have been tried out during the past semester.

Mission and Functions Statement

The mission of the College is to provide an educational program in which planned experiences develop the knowledge, skills, and attitudes necessary for students to be effective as professionals, family members and citizens.

Functions of the College are to provide educational opportunities in three major curricular areas: transfer, vocational and career education, and personal enrichment. Specific programs are developed or revised to meet the changing educational needs of the community. It is recognized that to best serve students and the community, the College must maintain a flexible, relatively non-restrictive learning environment and provide opportunities for diverse learning styles and teaching modes.

To support the essential mission and functions of the College, programs in Community Services, counseling and advisement, instructional assistances and student activities are also provided.

College Goals

In order to implement the mission and functions of the College, emphasis will be placed on the following goals:

1. To provide preparation for advanced study in college and universities;
2. To train students in occupational programs so that specific skills are acquired which qualify them for employment in business, industry and public services;
3. To provide student support services for all students which help them recognize their potential and attain their educational and vocational objectives;
4. To provide continuing educational opportunities for the currently employed which will improve their prospects for upgrading or promotion;
5. To provide the community with recreational, cultural, and educational activities supplemental to the regular instructional programs; and
6. To continually analyze and periodically evaluate staff, facilities and programs, and implement necessary changes as required for institutional growth.

College Organization

The College organization has been restructured as a result of new and/or revised responsibilities. The Dean of Student Affairs and one assistant dean have been transferred from Administrative Affairs to the Office of the President; the assistant deanship has been changed in title and responsibilities from Administrative Affairs to Research and Development. Two assistant deans, those of EOP&S and Handicap Services, have been transferred from Student Affairs to Administrative Affairs. The Department of Counseling has been transferred from Academic Affairs to Student Affairs. Finally, within the instructional area, there have been several changes: the number of departments has been reduced from eleven to eight; Social Science and Behavioral Science have been combined; Life Science and Physical Science have been combined; Mathematics has acquired Technology, which was formerly under Physical Science; and Business Administration has acquired Office Administration, which was formerly separate. A table of organization has been appended to this report.

ACHIEVEMENTS AND PROBLEMS

Instructional Programs

The curricula at Southwest consist primarily of general education/transfer courses, with the major vocational programs being Business and Office Administration, Nursing and Computer Science. Also offered are Child Development, Administration of Justice, and small programs in engineering, electronics, drafting, and measurement science. Disciplines with enrollment percentages above districtwide averages include Developmental

Communications (17%), Child Development (16%), Drafting (13%), Nursing (12%), and Administration of Justice (11%). Disciplines which produce the highest weekly student contact hours (WSCH) are typical of districtwide trends, but Nursing, Developmental Communications, and Child Development rank much higher in total WSCH at Southwest than districtwide.

Southwest is the second smallest college in the District, enrolling approximately 4,500 students in Fall 1984. This enrollment represented a decline from Fall 1983 to Fall 1984 greater than at any other college in the District. Both enrollment and WSCH fell 29%, while WSCH/FTE dropped from 404 to 298, and class size from 27 to 20. With such a decline in WSCH and vitality, FTE in many disciplines needed to be reduced; the total reduction was 7. Reductions were made in Visual Arts, Foreign Languages, History, and Behavioral Science. Further reductions, including hourly-rate, are indicated for Art, Spanish, Biology, Music, and Microbiology. However, some disciplines are expanding; both Office Administration and Computer Science could utilize .5 or more full-time equivalent (FTE) faculty.

The evening/outreach program was responsible for enrolling over 43% of students at Southwest, necessitating that it maintain its delivery of a full program in both transfer and occupational areas. Instructional innovations this year included self-paced courses in the developmental area and expanded course offerings in the occupational areas of Electronics, Computer Science, and Child Development. A major change was the expansion of the schedule to include Friday evenings and Saturday class offerings. Further changes in modes of course delivery and in scheduling are in progress, to meet the distinct needs of evening students in learning styles and time availability.

Transfer

The transfer program has been strengthened this year to help fulfill the College goal of providing preparation to students for advanced study in four-year colleges and universities. The Transfer Committee has been in operation during the entire school year and has produced several recommendations for the expansion of enrollment in transfer subjects, including the recruitment of honors high school students, the beginning of an honors program, the development of core curricula in all transfer subject areas, and the establishment of a list of supply and equipment needs in each transfer subject. The Recruitment Committee has also emphasized the transfer program in its plans and projects; plans for recruiting students interested in four-year college programs have been part of the overall recruitment effort.

The Fine Arts Department has seen an increase in production and exhibits and a decrease in enrollment; it has been able to schedule a full range of courses by offering classes on an alternating semester basis, which allows students to take all courses in their major needed for transfer, while maintaining the Department's reputation for non-cancellation of courses.

The Theater Department staged two plays, "Quest for Rapture" and "Showdown"; it competed in and won three awards at the 49th Annual National Association of Dramatic and Speech Arts Festival in Chicago, presented a reading, "Murder Calls", and hosted its Third Annual Cabaret featuring student talent.

English and foreign languages showed an expansion in several areas, as well as continuation of high quality teaching and activities. Korean was added to the foreign languages offerings; one class was held at an outreach site. Professors of French and Spanish also planned a language lab and prepared a model proposal for its funding; the lab would also be open to speech students who wish to improve their English. The English Department continued to offer its usual range of courses and is offering English 2 during the summer, although it had been removed from last year's offerings. The new Bilingual Aide program is leading to a revitalization of the English as a Second Language (ESL) courses, which have been listed but cancelled during the last few years; English 83, conversational ESL, has been added to the curriculum. Journalism continued to maintain a high standard of achievement among its students, as evidenced by the number of state awards received by the newspaper, The Explorer. In addition, this department organized for the first time a Journalism Day, at which various communications specialists spoke to students about opportunities in their fields.

The Mathematics Department noted many changes and accomplishments. Enrollment was down but was still high in developmental math. Math scores on assessment testing continue to drop; however, at the same time, there was also interest in higher math for engineering and other technical programs, plus a growing interest in computer science. The result is that a calculus sequence, day and evening, for four computer languages: PASCAL, BASIC, FORTRAN, and assembly languages, is now offered. In addition, lower-division differential equations and linear algebra will now be offered once a year. The greatest problem being addressed in the Department is that of dropouts; tutoring in the math lab and the Learning Center is being promoted by math teachers as a remedy.

The Life and Physical Science Department placed an emphasis on individualized instruction this year, along with program marketing and recruitment of students. Individualized instruction was delivered by means of programmed laboratories, computer-assisted instruction and use of the interactive lecture system. More student writing assignments have evolved from the project sponsored by the District and the University of California at Los Angeles (UCLA), "Writing Across the Curriculum". Marketing and recruitment activities for pre-college students included development of a slide/sound program promoting the life science discipline and production of a brochure advertising both the life and physical sciences for use in junior and senior high schools. For articulation upward, the Department participated in activities with California State University, Dominguez Hills, (CSUDH), UCLA and the University of Southern California. The Department continues its close relationship with the Drew-Minority Biomedical Research Science project by having Southwest students placed in the program. In addition, members of the Department have enhanced their professional expertise by attending national science conferences and

symposia, presenting Flex Day workshops, and exchanging visits with a science instructor in a local high school.

The Social Science Department faculty made many contributions to Southwest and to the academic community at large. Accomplishments of individual professors included a workshop on community relations and a forum on opportunities for minorities; awards of grants to participate in one conference for social workers and one for the National Endowment for the Humanities; publication of a book on psychology and an article on teaching statistics; live lectures on radio and television; and travel to Southeast Asia. The Department as a whole invited local and international political figures to speak on the campus, and held a voter registration drive.

The Physical Education Department began new courses and expanded the intramural program this year. The first new course was Health 9, a course for the mature individual. The second was Health 2, which meets the state requirement for two hours of health plus one hour of activity. In the intramural program, Southwest held tournaments in softball, volleyball, basketball and bowling; this appeared to increase school spirit as well as to provide recreation.

Vocational

A new assistant dean of occupational education instituted new directions in the planning and implementation of projects. The planning produced a new document, the first three-year plan for occupational education at Southwest, with emphasis on accessibility and excellence. Accessibility was defined as expanding community awareness of the College's programs and assessment services for all students. The achievement of academic excellence will be sought in four areas: equipment, facilities, staff development activities, and instructional services.

The implementation of new projects collegewide included several achievements. Work was initiated on a standardized format for all occupational technology brochures. A proposal was funded by the South Bay Private Industry Council to offer assessment services locally. Another proposal was designed and submitted for an entire assessment center to serve the community; it has been funded for 1985-86. Finally, Southwest has become actively involved in the Southern California Aerospace Consortium; two Southwest instructors have served on teams to develop programs in their areas, one in quality control and one in numerical control.

In the individual departments of the business area, there were additions made to courses, the number of outreach sites, equipment purchases, and the number of students served. In response to job requirements in the field, the Administration of Justice Department added report writing to the Recruitment Selection Process course. The Legal Assistant program is being upgraded to qualify students majoring in this subject for transfer to four-year colleges.

Enrollment in office administration subjects has been very strong. The word processing courses being offered are expanding in number because of their popularity, their flexibility in scheduling, and their individualized and self-paced modes. A new computerized self-paced course, Keyboarding for Data Processing, will begin in the fall.

The Real Estate Department expanded its teaching to include a new formal association of selected students with the Consolidated Realty Board, providing a bridge from education to the world of work. The Department also continued to offer its program through several arrangements: on campus, at outreach sites, and through Community Services.

In the technology area there were several changes. There was a slight drop in enrollment in some departments, caused by lack of equipment. There were increases in others, thanks to new equipment and new programs. There were changes in students' needs, particularly the need for training in computers to meet industry requirements for entry-level capabilities. There was also a new interest in transfer of occupational credits to four-year colleges.

The Computer Science Department added hardware and updated software; included were ten additional terminals for hookup to the prime computer, personal computers and up-to-date software for all courses. This made it possible for up to 27 students at one time to utilize the computers. The assembly language course was improved and two new courses introduced.

Electronics and Quality Control have done well. Electronics has started a robotics option, and enrollment has been good, although the labs have room for only 20 stations; most of the students are being placed in industry. The Quality Control Program is being revitalized through new interfacing with industry and proposed cooperation with government agencies.

Drafting has new equipment in Computer Aided Design (CAD), which the students are already using. This has initiated the conversion from the teaching of tabletop drafting to CAD. It will also serve students in engineering, electronics engineering technology, and quality control.

The Engineering Program has been expanded, partially supported by the Lockheed Corporation, which has funded a program to prepare selected students for transfer to four-year colleges in the field of engineering. It offers stipends to students, plus two summer internships and two scholarships per year. As a partial result of this program with Southwest, East, and Compton, the District received the American Association of Community and Junior Colleges (AACJC) and Association of Community College Trustees (ACCT) "Keep America Working" Award for 1985. Lockheed plans to invigorate the CAD engineering/drafting courses by donating software, training faculty in the use of CAD, and giving assistance in curriculum development. The College will also seek to develop interest in this and other technological areas by starting an engineering club next year.

The Nursing Program has added courses and opportunity for admission, and has raised the achievement and employability of students. Two regular courses were added to the present curriculum: Nursing 508, Comprehensive Nursing, and Nursing 518, a transfer nursing course. Also, a summer course, Nursing 385, is being offered to prepare students for the program. Admission to the program will now be offered both in the spring and in the fall because of the growing attrition/repeat rate. Students who complete the program are doing well on the State Board Exam (73% passing) and are being hired after graduation if they have prior hospital experience. In addition to these achievements, the Department also participated in two research projects for UCLA.

Developmental

Over 900 students were served in Developmental Communications courses and almost 1,300 in developmental mathematics during the 1984-85 year. Most of the courses were offered in the classroom, with some Learning Center laboratory computer work; a few were offered solely in the Learning Center, adding considerably to the WSCH for developmental English and math.

The regular Developmental Communications courses included 20, 21, and 23, which were taught in the classroom with Learning Center support. The support included separate labs, DC 26, 27, and 28, which generated their own WSCH; the Learning Center Director was the teacher of record for these labs. In addition, DC 22, an open-entry, open-exit course of three units, was taught entirely in the Learning Center, with the classroom teacher as the teacher of record.

Developmental math, including Learning Skills 10 and Math 30, was also taught in the classroom with Learning Center support. However, the Learning Center offered a special open-entry, open-exit option for Math 30 which gave students the opportunity to earn from one to three units of credit, depending upon the amount of material successfully completed during the semester.

The number of students testing for and taking the most elementary levels of developmental communications and math is increasing. Many students are now testing out at the fourth grade level and below, which is two grade levels below the lowest statistically significant range of two years ago. These students will need special attention in the future, either through English as a Second Language courses or through referrals to outside agencies.

Instructional Support and Student Services

Library and Learning Resources Center. Staffing, circulation, and hours increased, although library holdings remained virtually the same. The full-time staff was constant at three librarians and four library media technology ssistants; however, part-time librarians were added to cover a total of 20 hours per week, and for the first time in eight years, student workers were added for a total of 60 hours per week. This allowed the

library to remain open longer hours; last year, the library closed at 7:00 p.m., but this year it remained open until 9:00 p.m., Monday through Thursday. The longer hours may have had a positive effect on circulation, because it also increased to over 16,000 for the year, including books and periodicals. The holdings have remained at approximately 60,000 volumes and over 300 periodicals.

The tasks performed have remained teacher- and student-oriented, although some activities have been eliminated. The librarians continue to give one-on-one instruction to students on the use of the library; they also assist the teachers in interpreting assignments to the students. In addition, they carry on their regular tasks of acquisition and selection of works, updating and maintaining files, and supervising staff. They have had to eliminate student tours, subject lectures in classes, and the preparation of bibliographies for instructors.

New equipment has added to the efficiency of the department. Three new electronic typewriters with library keyboards have been acquired; these are the first such typewriters on the market. Two new microfilm reader-printers have been added to the two already in use, plus one new microfilm file cabinet which is necessary for the storage of additional microfilm.

The Learning Center has maintained its previous programs and has added to them. It has continued its open-entry, open-exit, one-to-three unit courses in Developmental Communications and math. The writing and study skills workshops also continue to be offered; although the study skills workshops attracted only five to ten students per week, the writing skills workshops, which offer tutoring in form and content for term papers on a drop-in basis, attracted over 40 students per week. A new tutoring program which offered tutoring by eight tutors in math, English, and general education courses was added in the last two months of the spring semester; by the end of the semester, not only were all the tutors busy full-time, but some had to tutor in small groups, because there were too many clients for one-to-one tutoring. Over 400 students were assisted. Finally, a new non-credit course, Learning Assistance 900, was added through the cooperation of the English Department; it also generates ADA.

The overall utilization of the Center was equal to that of last year: over 500 students per week or 7,700 per semester. This utilization included attendance at classes and tutoring, plus the use of programmed materials assigned by instructors for regular classes. The maintenance of this utilization was possible because the staff of the Center remained the same, with a director, three instructional aides, a clerk, and several student workers.

Counseling and Services to Special Clientele. Counseling provided personal, vocational, educational, and career counseling on both a walk-in and an appointment basis. Over 3,000 walk-in students were assisted with academic information on associate degree and transfer requirements. More than 500 students made appointments for personal, career, and/or detailed advisement for which copies of transcripts were required.

Transfer advisement services were offered on a new formal basis as a result of the establishment of the Transfer Education Committee. Two counselors served on this committee, which met throughout the year. Cooperative efforts between Southwest and representatives of the University of California (UC) and California State University (CSU) systems resulted. Workshops in transfer advisement were conducted with representatives of UCLA and Southwest; these were aimed at the 338 students who entered during the 1984-85 school year and indicated an interest in transfer. In addition, visits were made to Southwest by representatives of several universities; UCLA, CSU Los Angeles and Dominguez Hills sent representatives on a regular basis, who met with an average of 60 students per visit. Two independent universities also made visits.

The staff of the Career Center made continued efforts to inform students of activities in the Center. Information was presented to new students during orientation sessions and to continuing students throughout the year. Posters and brochures, distributed for Southwest's instructional programs, now also include information on these services.

Resource information and supplies have been updated, although funds have been limited. Additional Strong-Campbell Interest Inventories have been ordered; an information board was added to the Career Center; and the ordering of a vocational biographies series, as well as standard books and supplies, is in process.

The computerized Eureka Career Information System was utilized to a greater capacity this year than last. A workshop was held for counselors to update their skills in using the system for career counseling. Conferences were given and attended; Southwest sent a representative to the California Career Conference which explored the use of this system; Southwest also hosted a mini-regional Eureka Conference at the College. During the year, Southwest served approximately 550 students using Eureka; in addition, Eureka was used by real estate classes during the fall semester.

Assistance to foreign students was another important activity. More than 200 foreign student applicants were evaluated for matriculation at Southwest in 1984-85. Seventy-one students were accepted to begin in the fall semester and forty for the spring. There were also two international student meetings held; matters covered were the orientation to campus and American life, housing, immigration, and consulate information.

Project ACCESS assessments and orientation continued during the year. More than 600 new and continuing students participated in the campus program. For the orientation segment, the audio-visual portion was improved and updated.

A special grant of $16,000 in Vocational Education Act (VEA) funds for disadvantaged students aided the Counseling Department in its efforts. These funds enabled the Department to counsel day and evening students individually, make a direct mailing to students advertising counseling services, bring speakers from Drew Medical School to speak in Life Science classes, and supplement recruitment activities.

During the 1984-85 year, the Extended Opportunity Program and Services (EOP&S) Office served over 600 qualified students in its traditional programs. These included peer tutoring and counseling, study skills classes, summer readiness counseling and financial aid. In addition, special projects and programs were again presented. The EOP&S 7th Annual Fashion Show was very successful, raising funds for scholarships for EOP&S students to attend four-year colleges after graduation. The Cooperative Agencies Resources for Education Program (CARE) also continued; this is a program for welfare mothers which includes counseling, tutoring, and placement.

Over 300 veterans have been counseled on campus during the year. In addition, the veterans off-campus were counseled concerning the advantages of business education; this was done as an activity of the Small Business Administration's Committee on Business Loans. Special counseling was also given to veterans on-campus who wished to apply for the Veterans' Rehabilitation Program. Finally, during Career Day, the veterans' counselor arranged for representatives from the Veterans' Administration and from the different branches of military service to explain programs of the Reserve Officers Training Corps (ROTC).

Noteworthy accomplishments in Handicap Services were made in several areas during 1984-85. In recruitment, a monthly award of $10 was presented to the student who recruited the most handicapped students during the previous month, and a weight control program was established for eligible students. In public relations, a merit award pin was presented to a handicapped student during the President's Honors Awards Ceremony, and community presentations were made at various schools and agencies by the Handicap Services staff. Efforts were made to recognize members of the Advisory Committee for seven years of outstanding service. Finally, the Challengers Club for handicapped students continued to hold formal meetings to which they invited guest speakers from other institutions of higher learning to speak on issues of concern; its members also held several successful fundraisers. In addition to accomplishments, the Office was upgraded through the addition of a computer terminal, which has provided easy access to student data as well as facilitating input of data for recordkeeping.

The Women's Center gave several outstanding programs this year, attracting almost 100 men and women to each program and proving itself to be a major contributor to student activities. "The Black Soldier" featured two panelists, one a student, who discussed the Vietnam War. "Classique Jewelry" and "Nuyu Fashions" not only included a discussion of appropriate dress, but also information on how to continue college study and conduct a business on the side. "Options and Opportunities for Minorities," the highlight of the year, was the opening program for Black History Month; it featured a panel with four black business and community leaders: Dr. Ron Woods, Ms. Pat Tobin, Mark Radley Thomas, and Hanan Ansaar.

Financial Aid. While the Financial Aids Office began to function under a centralized system this year, the Southwest office continued its emphasis on disbursement of aid, enforcing academic standards, and on building two programs, Guaranteed Student Loans and Scholarships. Southwest disbursed over $581,137; it accepted more than 1,200 applications and made awards to approximately 500 students. The College applied academic progress standards to all aid recipients; students were placed on probation or disqualified from aid in accordance with these standards. The Guaranteed Student Loan Program continued to grow; participating lenders forwarded $256,941 to the Office for delivery to students. The Scholarship Program also grew; the Office delivered over $6,300 to students.

Admissions and Records. The major goal of the 1984-85 academic year was to provide high quality services to students and administrators. Objectives included processing student requests for transcripts and verification in a timely manner and distributing materials to instructors within 24 hours of receiving the request. Overall, the goal of providing high quality service was not fully realized, although service was greatly improved. The chief contributing factor that prevented the full attainment of goals was and continues to be staff reductions.

Student Activities. Student activities included the Associated Student Organization (ASO) student elections, the Honors Awards Program, the student leadership retreat to Yucaipa, Homecoming, graduation, and the International Cultural Festival. In addition to its activities for students, the ASO contributed to the College by purchasing new furniture for the Campus Center, by assisting various administrative departments in preparing facilities for conferences, and by sponsoring programs for academic departments.

Intercollegiate Athletics continued to serve students through several organized sports. The sports for men included football, baseball, track and tennis; those for women were cross country, track and tennis. The quality of these athletic programs and of participating athletes resulted in many awards; ten members of the 1984 Cougars football team received scholarships to four-year colleges and universities. In addition to activities, two new items of equipment were purchased, a van and a gas-powered mower. The van was bought to transport small teams to various conference games; this purchase will save $6,000 per year for van rental. The mower was donated by the Olympic Committee for the care of the new Olympic track.

In music, the Band Club, in conjunction with the Studio Jazz Band, played for several ASO dances, held concerts in the Little Theater, provided music for pep rallies, and hosted the annual "Soulful Sounds" concert, participated in by high school bands.

Special Services. During the academic year 1984-85, the Placement Center successfully continued its long history of liaison with representatives from business, industry, and government in the Los Angeles area. Contacts with business and industry were increased through phone calls, correspondence, follow-up calls, membership on college advisory committees, job fairs, visits, and membership in professional associations. Over 500 employers contacted the Placement Center. The Center also maintained the College's close association with local schools and colleges. As in past years, the Los Angeles Unified School District listed its full-time permanent employee openings with the Placement Center and called the Center to fill its teacher aide and teacher assistant positions.

Health services were provided for the second consecutive year through the College Police. This office provided emergency first aid care plus referral services and assistance for more serious needs. The office maintained its own first-aid supplies, although it is no longer able to provide supplies for other campus locations.

The Child Development Center increased its enrollment, took steps toward establishing an outreach program, and made plans for an infant program. The enrollment was maintained at fifty-five children by using the waiting list and by opening the program to the community; this generated an income of over $15,000. Also, a special grant was received to provide hot meals on a daily basis; this built client enthusiasm and support. Recruitment of children whose parents attend high school was begun; the high school/college program will offer options for enrollment of children at the Center. A feasibility study was planned to determine the need for an infant program; the number of Southwest students with children under the age of two-and-a-half years is increasing. Relocation of the entire Center is planned for the upcoming year; the buildings will be moved to an area adjacent to the northeast corner of the Western Avenue parking lot, increasing safety for children and accessibility for parents.

Community Services

Changes in Community Services continued during 1984-85 because of the mandate that Community Services become totally self-supporting. Changes in program operation included a greater utilization of share percentage contracts, and alternative program planning utilizing unclassified personnel.

Non-Credit Classes. Enrollment in Community Services classes, seminars or workshop activities numbered 3,591 in 1984-85. There were over 300 offerings. The income from all activities was $45,268. Several new activities were introduced in the business/professional series and children's classes. These included one-day seminars on "How to Buy Your First Home," "Planning and Designing a Remodeling Project," and "Housebuilding." "Consumer Credit" and "Tax Preparation" were also offered during the year. The "Traffic Violators School," and "Real Estate Relicensing Seminars" were continued. One new offering was "GED Test Preparation."

Special Services. Scholarships were provided for participants in the Mini-College for the Gifted Program. Participation with local agencies was increased. Special programs in "Foster Parent Training and Child Abuse" prevention were formulated and researched for implementation in fiscal year 1985-86. Conferences, workshops and seminars, hosted by other agencies, were also attended to improve the marketing of Community Services activities. Continuing cooperation with the 66th Street School's Annual Reading Olympics Program enhanced Community Services' visibility in the school community.

Special Facilities. There were several outstanding exhibits held in the art gallery which increased attendance from last year; the exhibits featured works of Charles Dickson, Frank Parker and Don Sanders, sculptors; Leo Robinson, Peter Zokosky and F. X. Tobin, painters; and faculty artists.

Administration and Planning

Long-Range Planning. Planning has resulted in curricular changes which will affect the development of the transfer, vocational, and developmental programs. To develop the transfer programs, the President chaired two committees, the Academic Disciplines Task Force Committee and the Transfer Education Committee. These committees met separately and jointly to plan projects which will expand the number of students transferring to four-year colleges and universities. They formed the Transfer Club, which brought representatives from four-year colleges to speak to students. They also held honor student colloquia, at which students asked questions about transfer. In addition, they developed formal relationships between the counseling and academic departments, so that one counselor was assigned to each department for the counseling of its students.

Plans for developmental areas are responding to changes in demographic patterns and to the probable funding of a new assessment center. The community is experiencing an increase in Hispanics, necessitating the expansion of the developmental curricula in English and math, plus the revitalization of English as a Second Language courses. The Assessment Center, which will be housed at Southwest to serve a large section of the county, will test community residents and refer them for placement into appropriate courses; it is expected that this will also offer the opportunity to expand the developmental area. The College realizes that in order for any long-range plans in the academic areas to be successfully implemented, it must do more in the assessment area.

Vocational plans will center on development of the Occupational Technology Building. Funding for the working drawings have been approved by the State and are in the governor's budget. Major high technology programs which will be expanded and housed in this building are electronics, engineering, drafting, and computer science. They will be supported by certain math and science labs, offered in the same building.

Major Research Projects. Research activities were limited to data gathering to assist in decision-making regarding staff, class scheduling, and development of foundation plans. Census-based demographic information was used for analyses of current and projected staffing problems and patterns. Admissions and enrollment data provided input for decisions on the scheduling of classes and plans for course development. A position paper on the development of College and District foundations was prepared at Southwest; it will be used as input for the formation of the districtwide foundation and for the reorganization of the College foundation.

Special Fund Development. Funds were obtained this year from the Vocational Education Act (VEA) to improve the delivery of several instructional programs and to complete several projects. The final allocation was $197,000. Over $93,000 supported instructional programs, mainly through the purchase of computer hardware and software for computer science, office administration, drafting, and electronics. Other major VEA projects provided tutoring for the disadvantaged and special individualized instruction for the handicapped. Smaller projects provided funds for counseling, workshops, and publications in the categories of displaced homemakers, gender equity, and consumer and homemaking programs.

Other grants were in developmental communications, engineering and in nursing. A small FIPSE grant enabled the development of an evaluation system for reading courses. A Lockheed grant resulted in the development of the Lockheed engineering program in which students follow a prescribed curriculum, receive a stipend, and transfer to a four-year college as engineering majors.

A nursing grant from Kaiser Permanente funded a nursing counselor for a second year.

Public Information. Although the position of Public Information Officer for the campus was relocated to the District, the PIO continued to provide liaison services between the College and the public. Major new accomplishments during the year were the production of a slide-tape presentation for high school recruitment, the establishment of a Public Information photography operation and a slide-tape presentation function within the Office, and the production of a newsletter about campus activities and events for community distribution. In addition, the Office continued its regular services: it sent more than 50 news releases and public service announcements to the news media, arranged for the airing of spring registration commercials on three radio stations, and expedited requests from more than 2,000 individuals seeking information about the College.

Community Relations

Articulation with local schools and colleges. Articulation was expanded this year through the scheduling of special classes, distribution of information, and holding of special events. A special twelve-week session

of classes, designed for high school students enrolled in the 11th and 12th grades, was offered during the spring semester. Southwest's feeder high schools were contacted regarding the recruitment of students for this special session, as well as for the regular semester sessions; counselors from the College participated in high school career days and science professors took part in the Jordan/Markham Science Fair. Some special events, geared toward recruitment of high school and college students, were held on campus. They included a Photo-Journalism Day, a Life Science Open House for High School Instructors, the "Strive, Come Alive Career Swap Meet" to which community representatives were invited, and campus tours for engineering students. In addition, Southwest professors attended a meeting at UCLA to plan the Geography Enrichment California Academic Partnership Project (GECAPP), which will result in closer articulation with the UC system.

Contacts with business and industry. Contacts this year were achieved mainly through outreach classes. Nine sites were involved, expanding Southwest's geographical service area as far as the Wilshire Boulevard business sector. The classes, which served the needs of the business community, included mostly business subjects, but also some transfer and developmental courses. Local aircraft companies provided many of the sites.

Administrative/Fiscal Services

Facilities. Major projects included those in the areas of planning, construction and repair. In planning, progress was made on three large projects. For the Occupational Technology Building, funding was obtained for the working drawings to be designed next year. For the Assessment Center, funding was obtained for the first year of operation; this will result in alteration and improvement work in the present receiving area to accommodate the new community-wide testing project. For the Child Development Center, architectural plans for the exterior of the new location were completed; the Center will be moved to an area adjacent to the north end of the Western Avenue parking lot.

Several construction projects were completed or are under way. A new discus ring was poured in the south practice field for the Athletic Department. Four safety projects were also completed: safety handrails were installed on the C Building loading dock, protective iron posts were placed around the lower campus electrical transformer, a double fence gate was installed on the south practice field, and a protective screen fabrication has been built around the power plant cooling towers. In progress is a large demolition project, the removal of six bungalows; this removal by a private company which has bought the bungalows will enable the College to begin the relocation of the Child Development bungalows.

Both large and small repair projects have been undertaken. One large deferred maintenance project was the reroofing of all bungalows on the lower campus. Other large projects were the repair of the air conditioning chillers on the main buildings, other deferred maintenance projects and

the replacement of the lights and ballasts in the library. Small projects included the repair of the lighting systems in the parking lots and the street, and the painting of building signs for the exterior of major lower campus buildings.

Security and Safety. The District staffing plan and the districtwide communications network have assisted the campus this year. The staffing plan requires two officers per shift seven days per week; part-time officers have been recruited to meet this need. The entry-level requirements have been changed for 1985-86; this will enable Southwest to hire full-time officers to meet future staffing needs. The communications network, installed during the year, has been of great assistance to the staff.

Crime has decreased on campus, resulting from a sharp decrease in enrollment and new security measures taken. Information on security awareness was distributed to staff and students. In addition, a Student Assistant Program was started during the fall semester; this is a student foot patrol, including both men and women, who escort female students to their vehicles.

Plant Operations and Maintenance. Concerns were in the areas of staffing and funding for equipment and overall maintenance. The current level of staffing and maintenance funding is adequate only for "breakdown maintenance"; preventive maintenance programs are difficult to implement to any degree of effectiveness. Southwest did fill the positions of plumber, two gardeners, substitute gardener and maintenance assistant. Maintenance funding is still not adequate to eliminate the backlog of required projects. In addition, much of the equipment is obsolete.

The custodial division continued to revise cleaning procedures and to purchase new supplies, which will allow more efficient use of reduced staff, longer lasting care of the premises, and a higher level of cleanliness. At present, the Operations Services Manager is conducting research on cleaning programs for restrooms and floor care, working through particular vendors who offer the use of one or two products that can be used in more than one area and have several cleaning functions. The floor care program should eliminate the need to strip a floor more than once a year, thereby saving time and money which could be directed to other critical areas. In this department, staffing has remained at a constant level, but equipment is in need of repair and/or replacement. Replacement is preferable, because equipment is becoming obsolescent.

The cafeteria continued its food services, installation of security measures, and computerization of personnel, supply, and equipment records. New food offerings this year included made-to-order sandwiches and a fruit bar. Special functions included the Second Annual Talent Show hosted by

the cafeteria manager, the graduation reception, a brunch for Los Angeles Unified School District administrators, and hot meals prepared for the Child Development Center. Security was tightened through the installation of a floor-to-ceiling folding gate which separates the cafeteria from the student center. The computerization of cafeteria records was extended to information on personnel matters and budget, as well as an inventory of food and other supplies.

In spite of declining enrollment, the bookstore has maintained its service to customers and has added new products. It added soft drinks and increased the soft goods line, introducing a new line of items with the College logo. It also made plans to expand its operations into a small self-service area next year.

Energy Conservation. Curtailment of funds forced Southwest to postpone all energy conservation projects that require funding; however, some projects were planned and others have been carried out. As funds become available, the projects in electrical consumption will be carried out on a piecemeal basis. Through faculty participation, Southwest has implemented a policy of energy conservation, including turning off lights when rooms are not in use, reducing the hours of heating/air conditioning operation to a level of minimum comfort, and using a delayed watering cycle to cut water consumption.

An additional effort, the reduction of electrical lighting in the parking lots by one third, had to be discontinued because of safety concerns; Southwest has returned to full lighting of its lots.

Budget. The Budget Committee was instrumental in preparing the College Operational Plan. The major concern of the Committee was insufficient funding in the areas of equipment repair/replacement and new equipment. Despite budget cuts in both salary and non-salary accounts, the College continued to monitor accounts and make budget transfers to maximize the utilization of limited resources. This procedure was facilitated by the District Budget Branch's authorization of campuses to effectuate budget transfer within the same major object code of non-salary accounts, thereby saving much time and resulting in campus budget-management efficiency.

Personnel Services

Procedures and Recordkeeping. The campus administration instituted a new policy which requires all new employees to be processed and authorized to work before actually working. This policy has resulted in increased efficiency and effectiveness in the processing of personnel actions. The on-line computer system permits ready access to employee status, thereby saving many man-hours in solving unmatched salary problems and ascertaining employee assignments and work hours.

Affirmative Action. Los Angeles Southwest College endeavored to adhere to the District's affirmative action plan to recruit, employ, and promote qualified women and members of ethnic minorities underrepresented in its workforce. The College's workforce during 1984-85 consisted of 240 full-time employees, a reduction of 124 or 34% from last year. Of the total, 160 or 66% were black; 61 or 25% white, 12 or 5% Asian/Pacific Islander, 6 or 2.5% Chicano/Hispanic, and 1 or .4% Alaskan/American Indian. The total number of female employees is 107 or 44% and the total number of ethnic minorities is 178 or 74%.

Staff Relations/Labor Concerns. All certificated grievances were processed according to contractual guidelines which ensured that no disputes were resolved by default. As anticipated, fewer and less complex grievances resulted from two improvements: language in the revised contract was clearer, and some administrative procedures which related to contractual obligations were simplified.

Staff Development. Activities for the year were planned by a Southwest committee in conjunction with the District's Center for Professional Development. Workshops were presented separately and during fall and spring Flex Days. The topics concentrated on the development of classroom skills, such as computer use and Writing Across the Curriculum, and on the development of strategies to use in marketing and public relations for recruitment purposes. The need for recruitment resulted in the activities for one Flex Day being devoted to developing closer working relationships between the academic departments and counseling.

SUMMARY

Southwest College is adapting to its changes in student enrollment, student educational needs, and fiscal restraints through an increased emphasis on planning and cooperation among faculty, staff, and administration. Its efforts have concentrated on recruitment, the maintenance of existing programs and the development of new programs and delivery systems which can increase enrollment.

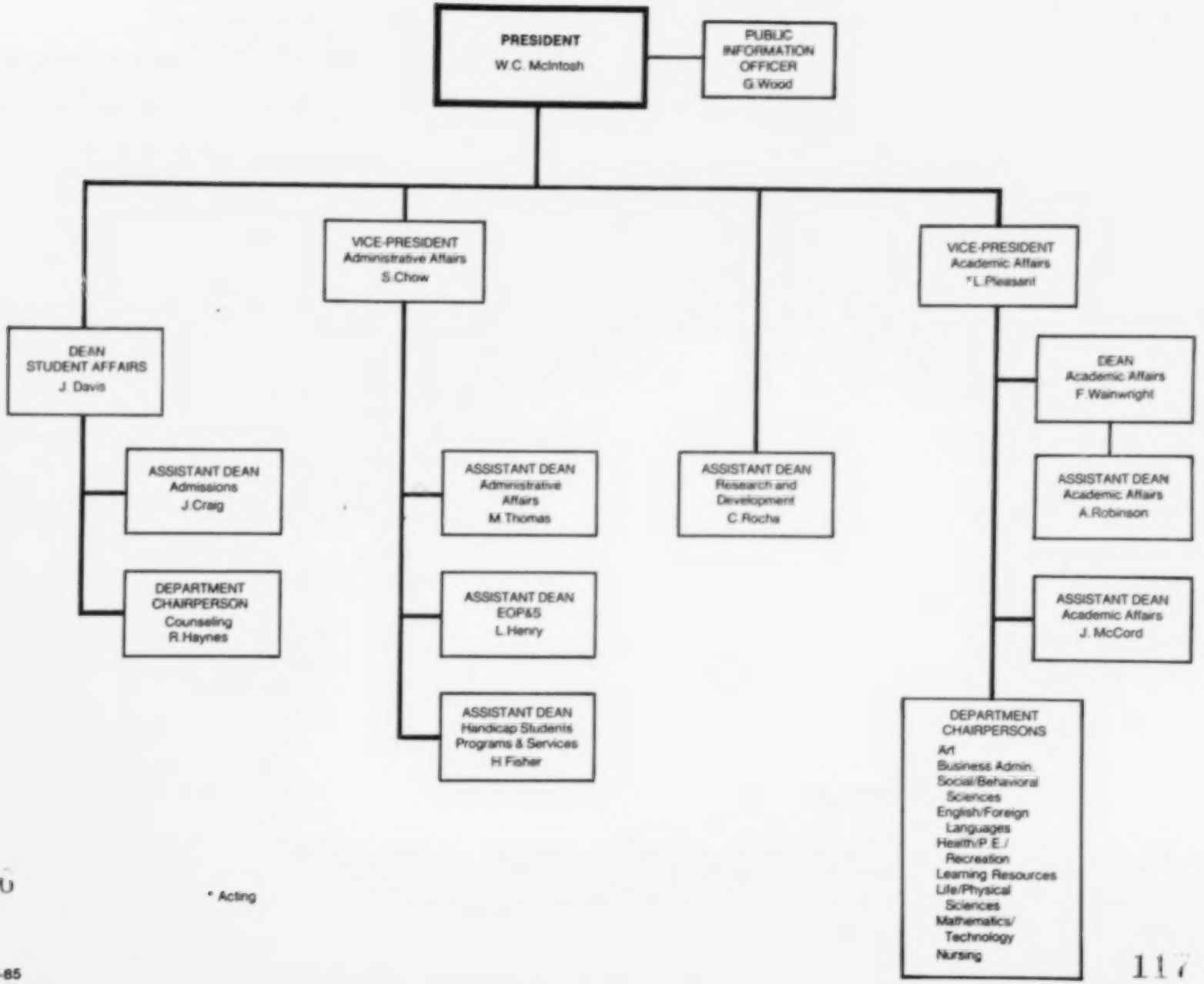
Academic Affairs achieved innovations in the delivery of its transfer, vocational, and developmental programs. Revisions in the content of transfer programs, plus the addition of new courses, reflected the increased emphasis on articulation with feeder high schools and four-year colleges and universities which is producing a curricular continuum. Vocational programs were upgraded, particularly with the purchase of computers, providing state-of-the art instruction in several high technology areas. Alliances with businesses, exemplified by the Lockheed engineering program, were also sought in order to more efficiently prepare students for the world of work. Developmental courses continued to be offered both in the classroom and in the Learning Center, utilizing varied modes of delivery. In addition, options in scheduling were offered, including weekend and short-term classes.

Student Affairs concentrated its efforts on counseling and recruitment. Project ACCESS, a program of testing/counseling/placement which was begun last year, continued to result in a more accurate process of matriculation for students. Recruitment projects were expanded and resulted in new Southwest teams forging closer working relationships with feeder schools and community organizations.

Administrative Affairs maintained the physical plant through deferred maintenance projects and through innovations in the scheduling of personnel, the ordering of supplies, and the computerization of record-keeping; it also participated in planning for building and remodeling. Plans for the construction of the Occupational Technology Building have been approved by the State and, if funded and constructed, will have many beneficial secondary effects, creating more efficiency in the grouping of instructional, administrative, and student services areas.

The high productivity of the staff at Southwest has sustained the College during this year of declining enrollment, changing scholastic needs of students, and scarcity of funds. The faculty members have introduced innovations in their modes of teaching, have participated in planning for the College, and have enhanced their expertise through conferences and publications. The administration and staff have joined them in the planning, implementation, and evaluation of programs, and in career self-development through on-and off-campus professional activities.

LOS ANGELES SOUTHWEST COLLEGE



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Los Angeles Trade-Technical College

THE COLLEGE

Beginning in 1925 as an occupational outreach program, Los Angeles Trade-Technical College has become the flagship technical and vocational college of the Los Angeles Community College District.

In 1949, junior college status was accorded the institution and its name was changed from Frank Wiggins Trade School to Los Angeles Trade-Technical College (LATTC). The new junior college added courses in general education, updated the content of its trade programs and introduced the associate degree.

Although the College over many years has expanded its transfer and general education offerings, the educational program emphasis and direction remains vocational and technical. Development of technical "knowhow" among students is stressed through a combination of exposure to advanced and advancing technology and "hands-on" work experience in the College's laboratories and shops.

In this, its 60th year, LATTC continues to provide the greater Los Angeles community with state-of-the-art vocational and technical educational programs and with general education and college transfer programs.

Community Served by the College

A wide variety of specialized LATTC vocational offerings attract students from throughout the 882 square-mile District and adjacent areas. About a quarter of LATTC's students reside within a five-mile radius of the College.

In the fall of 1984, the majority of the College's students (93%) resided in the South Central (29%), Eastern (20%), North Central (17%), Southwest (15%), or Western (12%) geographical areas of the District. The Fall 1984 ethnic distribution of the student population is directly related to these local population characteristics. Students were 38% black, 31% Hispanic, 14% white, 13% Asian and 4% other. Fifty-five percent of the students were over the age of 25; 69% attended part-time; 62% were male and 38% female; 71% of the students were freshmen and 38% were first-time students. Sixty percent of the College's students were enrolled in day classes.

Mission and Functions Statement

The mission of Los Angeles Trade-Technical College is to design and offer educational programs and services of high quality, to provide access to programs for resident adults, and to foster the development of academic, technical and social competencies among all enrolled students.

Within the Los Angeles Community College District, Los Angeles Trade-Technical College is a specialized institution which offers collegiate level instruction leading to a certificate or an associate degree, transfer, or job entry in a variety of occupational programs in trade, technical and business areas. General education is offered to meet associate degree requirements of occupational majors and to provide for the needs of students desiring an associate degree in General Studies. Community Service and Continuing Education programs are offered to meet short-term educational interests of local residents. Educational programs are supported by counseling, guidance, student services, library and learning resources.

College Goals

The College endeavors to:

1. enable students to obtain entry-level job skills, upgrade skills for job advancement, or retrain for a new career;
2. provide general education, life enrichment, and transfer opportunities to four-year colleges and universities;
3. implement educational, cultural, and recreational programs which will serve the needs of its community more effectively;
4. provide counseling and guidance services to potential, present and past students which will promote the concept of vocational and general education, recruit individuals to enroll in programs, assist students to make appropriate career selections, and support student quests for human dignity and self-worth;
5. provide support services to facilitate student academic success; and
6. assist students to function effectively in their social and occupational environments.

College Organization

The College's functions are divided between two vice presidents who report directly to the president. The Vice President for Administration is responsible for all aspects of college administration that are indirectly related to classroom activity. Within this vice presidency there are two deans, the Dean of Administration and the Dean of Students, whose responsibilities include but are not limited to such functions as contract administration, facilities management, student admissions, student discipline, recruitment and marketing, payroll, and student government and activities. The Vice President, in conjunction with various campus personnel, assumes a direct responsibility for the development and administration of the College's budget and the allocation of support personnel and personnel processing. The Vice President also administers the campus police, building and grounds personnel and the campus bookstore.

The Vice President for Academic Affairs is responsible for three schools, each of which is administered by a Dean. The Deans of the schools of

Science and Technology, Liberal Arts and Applied Science, and Applied Arts and Applied Technology have been charged with the responsibility of coordinating, directing and planning the activities of the various academic and vocational departments which they administer.

Two assistant deans provide educational leadership for the remaining functions in Academic Affairs. The Assistant Dean of Continuing Education and Community Services provides supervision, direction and coordination for the College's Community Services, Apprenticeship, Labor Studies, and Adult Education programs. The Assistant Dean of Academic Support Services administers the Counseling and Career Guidance areas and coordinates the activities of the Learning Resources Center and Library. This assistant dean also conducts and/or coordinates resource development, research, staff development and program evaluation.

A copy of the LATTC organization chart for 1984-85 appears at the end of this report. It is interesting to note that the organization chart as presented was never entirely in place during the academic year. Leaves of absence, long-term illnesses and the deletion of one assistant dean position caused many changes in reporting relationships throughout the academic year.

ACHIEVEMENTS AND CHALLENGES

Instructional Programs

In Fall 1984, the first semester of tuition in the history of California's community colleges, the enrollment at LATTC declined an unprecedented 15% from Fall 1983. In one year the enrollment of students at LATTC declined from 14,848 to 12,603. The average instructor teaching load at LATTC is 18 hours per week, the highest in the District. This load mitigated against a proportionate erosion of college weekly student contact hours (WSCH), which declined by just 11%, from 180,383 to 159,855. The number of WSCH per student also increased from 12.2 to 12.7. Since WSCH are directly tied to funding, the lower WSCH than enrollment decline helped to reduce fiscal losses. Although these losses were dramatic and significant, they were not as great as declines experienced at other colleges in the District or the State.

The fundamental goal of all instructional programs at the College was to maintain program variety and quality while cutting back on offerings in order to adjust to the decline in enrollment. This objective was met in addition to the general instructional objectives cited in the College Goals section of this report. Specific instructional objectives which are set annually by all of LATTC'c instructional departments were met in many instances, although a general decline of resources severely hampered instructional progress and accomplishment of objectives.

Major instructional projects that were successful included the implementation of a pilot educational program review system, the initiation of a Writing Across the Curriculum project, the review of the placement of courses in specific disciplines, an exploration and a reconfiguration of

the College's English as a Second Language program, the further development of interdisciplinary courses, the further enhancement of programs, courses and curricula which stress the importance of reading, writing, computing and critical thinking, and the introduction of computer usage in a variety of disciplines.

Major instructional challenges included previously cited declining enrollment, continued influx of large numbers of students who are not prepared for college, inability to acquire state-of-the-art instructional equipment, decline of instructional support resources (e.g. supplies, classified personnel, etc.), absence of funds for instructional facility improvement, and some faculty resistance to a changing political, fiscal and social environment.

Transfer. The academic curriculum at LATTC was originally introduced to complement the occupational programs of the college. This original intent is still evident at the College. However, as a comprehensive community college with a vocational emphasis, the College now offers a full range of programs and courses for students desiring to transfer to a four-year college. Approximately 35% of LATTC's students are enrolled in programs which are designed to provide the first two years of a four-year college program.

Within the general education curricula students are encouraged to develop their ability to write, read critically, and think quantitively and qualitatively. During the 1984-85 academic year, a variety of stretegies were employed by LATTC faculty to impart these skills to students. Many individualized writing exercises were developed by faculty with the assistance of an instructional specialist in the Learning Laboratory. Essay writing became an integral and required part of the coursework in social sciences. A review of competencies expected in English offerings will probably lead to the development of consistent course competency requirements for all English skill development courses the College offers.

During the 1984-85 academic year, students in the sciences and mathematics were required in many courses to become familiar with and to use computers. Students in chemistry, physics, and mathematics were required to complete assignments using microcomputers. In addition, the Science-Mathematics Department has pioneered the computerization of LATTC by offering seminars to campus personnel on the use of personal computers.

Vocational. The instructional programs at LATTC are focused mainly on vocational, technical and career education. Vocational programs utilize over 75% of the College's resources and enroll over 70% of the College's students.

During the 1984-85 academic year, the major emphasis of all vocational programs involved program and course review and updating. Over 45 program advisory committees, composed of leaders from business and industry, reviewed vocational programs. They provided the College with evaluations which will be used to update vocational, technical and career program cur-

riculum during the 1985-86 academic year. On the basis of program advisory committee recomendations during 1983-84, programs were altered, curricula updated and new equipment acquired during 1984-85. Among the changes was the complete revision of the Culinary Arts Program, from four different majors to a consolidated program of one major. Another revision was the introduction of Computer Assisted Design (CAD) in the Drafting department. This new curriculum required the purchase of a 16 station CAD system which cost over $200,000, hiring a new drafting instructor who specializes in the teaching of CAD, and an extensive in-service program for those drafting instructors who had little familiarity with CAD. Other revisions included the construction of microprocessors by students in Electronics, incorporation of CAD in Air Conditioning, acquisition of a $289,000 computerized grading machine for student training in Apparel Arts, and the allocation of funds for the purchase of a new $250,000 "high-tech" printing press to be used for state-of-the-art instruction in Graphic Communications.

Advisory committees also actively supported vocational, technical, and career programs by providing donations of supplies and equipment for instruction. Among the over $500,000 in equipment and supplies donated were over 15 tons of steel and five tons of mixed plastic, along with technical manuals, to the Metals Department, a Crossfield color scanner to the Graphic Communications Department and a $250,000 Compuduct system to the Electrical-Mechanical Department.

The Trade-Technical vocational education pattern has been organized in "blocks" for many years. Students enrolling in vocational programs have blocks of time committed to instruction by a particular instructor in a particular program. During the 1984-85 academic year the College began a reexamination of this apprenticeship type of program organization. This examination will continue during the 1985-86 academic year. A preliminary analysis of this form of program organization has revealed that some programs actually require more "blocking" to assure student attainment of specified skills while other programs require less. As a result of this preliminary analysis, vocational and technical students have been encouraged to complete specialized courses and general education requirements for Associate Degrees. Continued examination of LATTC's instructional delivery system is the primary reason for the development of the College's own program review system.

The continued excellence of the College's vocational programs and student achievement was evident when five students were recently awarded gold medals as first place finishers in the state Vocational and Industrial Clubs of America (VICA) competition. In addition, the vocational faculty's commitment to excellence was expressed by the participation of over 75% of the faculty in staff development activities, attendance at technical conferences, and the publication of technical books and articles.

Apprenticeship. Enrollment in apprenticeship classes remained relatively stable as the number of claimed apprenticeship contact hours increased by 9,000 hours from Fall 1983 to Fall 1984 (47,000 to 56,000). Apprentices are generally not indentured during economic downturns.

The Apprenticeship Program is very supportive of LATTC's ongoing educational programs. Approximately 25% of the enrollment in Cooperative Education is generated by apprentices. The Apprenticeship Program staff completely registered over 1,300 students during the 1984-85 academic year. Campus toolrooms were provided $9,000 in power tools and supplies; the Learning Resources Center was provided a Beta portable television camera, a laser video recorder, a VHS video recorder and six overhead projectors, and the Automotive Department was supplied with $500 in audio-visual materials from the budget of the Apprenticeship Program.

The Apprenticeship Program continued to meet the demands of various Joint Apprenticeship Committees by organizing and offering classes whenever requested. New classes during 1984-85 were offered in Heating and Ventilation, Office Machine Repair-Electronics Technician, and Cabinet-Millwork.

Developmental. One of the more pressing issues at LATTC is the incorporation of a strong developmental education program into the curriculum. Although the College currently offers numerous sections of developmental classes in reading, writing and mathematics, the continuous influx of students with lower than college-level basic skills, as indicated by Project ACCESS placement scores, has created an educational resource utilization dilemma.

In 1982, the College carefully examined its developmental education program and created a Master Plan for Developmental Education. During the 1983-84 and 1984-85 academic years, the College was not capable of implementing the plan. Fiscal conditions and shrinking resources were the major reasons for the lack of implementation. However, during the 1984-85 academic year the College did put into motion the acquisition of resources taking advantage of new State provisions permitting community colleges to claim apportionment for organized tutoring programs. Coincidentally, the new provisions complement and coincide with the original LATTC plan. In addition, the College systematically studied the complexity and magnitude of educational concerns encountered as the College's non-native English speaking population expanded. In an effort to address this concern, the College hired a new faculty member whose expertise is in the teaching of English as a Second Language (ESL). On the basis of the advice of this expert and the study, the College altered its ESL offerings and made plans for a comprehensive ESL program.

The College's basic skills program for vocational students was once again funded by the Vocational Education Act (VEA) during the 1984-85 academic year. For the past five years, this program has been very successful in providing tutoring and individualized instruction for the College's vocational students who may be experiencing difficulty in mathematics or English. The College now plans to fuse this program with its newly organized tutoring program and the services provided by the EOP&S program in order to eliminate the duplication of services for developmental students. This new project will be staffed with two full-time instructor

specialists and a number of tutors. It will be located in the Learning Resources Center, where students will have access to comprehensive learning materials and the Learning Laboratory.

Faculty Accomplishments, Issues, Challenges and Concerns. The LATTC faculty was once again very active not only with teaching responsibilities but also with professional concerns. The range of professional activities included memberships in professional organizations, leadership of professional organizations, the publication of books and articles, participation on campus, District and statewide committees and the provision of consulting services.

Various LATTC faculty were active members of such professional organizations as the American Federation of Teachers, the California Real Estate Educators Association, the American Technical Education Association, the American Vocational Association, the Association of Educators in Journalism and Mass Communication, the National Restaurant Association, the National Association of Automotive Teachers, the Los Angeles County Museum of Art Costume Council, the American Association of Community and Junior Colleges, the Modern Language Association, the National Council of Teachers of English, the California Business Education Association, the Los Angeles Fashion Group, the California Cosmetology Association, the California Association of Black Faculty and Staff, the United States Professional Tennis Association, the California Nurses Association, and many others.

Among the publications completed by LATTC faculty during the 1984-85 academic year were: "Pattern Making for Fashion Design," a textbook by Helen Armstrong; "The Fashion Coloring Book," a textbook by Sharon Tate; "Modern Electronics, A First Course," a textbook by Victor Veley and John Dulin; "Computers and Information Technology," a textbook by Kamiran Badrkhan; "Stranger on the Road," an ESL textbook by Dorien Grunbaum; and "Electrical Construction and Maintenance Techniques," a textbook by Elliot Gray and Melbourne Bailey.

Faculty involvement in the governance of LATTC was demonstrated by faculty participation on the campus Budget Committee and the Administrative Council, the Faculty Senate, meetings between the College administration and the leadership of the American Federation of Teachers (AFT), the campus Curriculum Committee and the 60-Year Celebration Committee. Through the joint efforts of the faculty and the administration, four additional standing committees have been established for counseling, learning resources, continuing education and the campus environment. The College anticipates active faculty involvement in these committees during the 1985-86 academic year.

There are two additional concerns about the faculty at LATTC. The number of full-time faculty has declined from a high of 253 in the fall of 1980 to the present level of 218. Although student enrollment and student contact hours have fallen by greater percentages than the percentage decline in faculty, the College's inability to hire more full-time faculty has

caused an absolute decline in program offerings and thwarted plans for program revitalization and new program development. The second concern, that of the advancing age of LATTC's full-time faculty, is amplified by the declining rate of faculty replacement. The average age of a full-time LATTC faculty member is 54. The median age is 52. These statistics do not vary more than 10% among the 14 departments at LATTC. Advancing age among the College's faculty has both positive and negative effects on the education and training of LATTC students. The negative view holds that some aging faculty members who have not updated their skills and who continue to teach obsolete material in an obsolete manner do not provide students with relevant education and training. However, the positive view is that most experienced faculty are master teachers who provide students with the most relevant education, since they do not have to experiment in order to present the most important and current material. Both conditions exist among the faculty at LATTC. An opportunity to select and hire new faculty would certainly help those departments experiencing more of the negative than the positive condition.

Instructional Support and Student Services

Library and Learning Resources Center. The main objectives of the College's Learning Resources Center (LRC), which includes the Library, Media Services and the Individualized Learning Laboratory, were to maintain the level of service provided in 1983-84 and to develop a five-year plan for the development of the LRC. Although resources continued to decline (elimination of one librarian position and the library administrative position, a decrease in the book and media budgets of over 10% and a loss of three classified positions), the LRC was able to provide the majority of services provided in 1983-84 to declining numbers of users. Book circulation dropped 24% from 13,881 in 1983-84 to 10,618 in 1984-85, as general attendance fell 11% from 383,131 to 340,650.

The LRC staff completed a first draft of the LRC Five-Year Master Plan. This plan includes many strategies for more effective use of the LRC as resources continue to decline. The staff has not only taken into consideration changes in the current philosophy of the LRC, but also the development of new services appropriate for the future. The Plan will be completed in 1985-86 and widely circulated to LATTC faculty, staff and students.

The LRC in many ways has become the center of campus activity. Faculty and students use the Library and Learning Laboratory; faculty also use Media Services. Tutoring services for the VEA and Extended Opportunity Programs and Services (EOP&S) Programs are located in the LRC; the entire campus community uses the media theaters for a variety of activities; and the writing laboratory is located in the LRC. Properly utilizing and supporting this facility has become a very critical campus priority.

Counseling and Services to Special Clienteles. During 1984-85, the Counseling Center staff was actively involved in providing the student body

with personal, academic, and career counseling. In addition to these traditional functions, the Counseling Center staff continued the implementation of Project ACCESS, conducted orientations for entering students, visited local high schools and provided information to high school students, and implemented plans to interact more effectively with academic and vocational faculty. Innovations during the 1984-85 academic year included the offering of special seminars for computer science students, development of a transfer center, development of special contacts in the field of engineering with representatives from local four-year colleges, and the active recruitment and counseling of foreign students.

Cooperative Education continued to implement systemic improvements by refining student progress and educational objective procedures. The half-time Director is also involved in maintaining and supervising the Summer Youth Employment Program, which often acts as a recruitment device for the College. The Cooperative Education advisory committee is becoming increasingly active as well.

The Career Center continued to perform its special counseling function within an atmosphere of constant student demand. The demand for the services of the Eureka computerized career investigation system also increased, indicating that the Center is fulfilling a meaningful need for LATTC students.

The Equity/Re-Entry Center continued its struggle to remain alive on primarily soft funding. With the apparent need to provide matching funds for the 1985-86 -cademic year, its future is tenuous. However, the Center has demonstrably recruited several students into the College from the community. It has also increased its direct services to teaching departments at the College; for example, it arranged visits to various laboratories for student capability assessment. Further, the Center has provided several workshops for staff members during and outside of Flex Day events.

The Handicapped Student Program and Services Department (HSP&S) completed plans for the incorporation of an Interpreter Training Program into its educational offerings. The Program now awaits District and State approval prior to implementation. The HSP&S Department also developed courseware which enables students to use computers for instruction as a supplement to their regular instruction. This accomplishment is particularly noteworthy as special strategies are often required to assist students with various physical disabilities.

Because the majority of the students in the HSP&S program are hearing impaired, all courses for the Department are geared to assist these students with communication. The Department served 350 students during the 1984-85 academic year. The student/teacher ratio was 21/1. This ratio is relatively high considering the requirements involved in instructing hearing-impaired students. One of the objectives of the Department in 1985-86 is to lower this ratio.

The results of a State evaluation of the HSP&S program during 1984-85 were very complimentary of the program and its administration. State eval-

uators found that the objectives of the program were appropriate and were being met, that faculty were very well qualified and that the program was properly supported by the College administration. They also found that the program could be improved by lowering the student to faculty ratio, by improving interpreter salaries and by increasing the Department's supply budget.

Approximately 1,200 students were served by the staff of the Extended Opportunity Program and Services (EOP&S) program during the 1984-85 academic year. Services included peer tutoring, professional counseling, three personal development classes, orientation to the program, cash grants, recruitment, campus tours, textbook loans, and assistance in obtaining financial aid. The EOP&S staff also developed a tracking system which will enable them to access and analyze information on students who participate in the program.

The LACCD Labor Center, established in 1978 to meet the labor education needs of working people in the LACCD, devoted its first four years to the development of curriculum and non-credit labor education programs. Since 1982, the Labor Center has also been involved with programs and activities directly related to labor education. The Labor Center was directly responsible for acquiring $700,000 through the development of proposals for retraining projects.

During 1984-85, the Labor Center began coordinating and expanding the College's outreach program. Problems encountered by the Labor Center are similar to those experienced in other programs. Loss of clerical assistance has hampered its operation, since it recruits, enrolls, and counsels all students; arranges all lease-free outreach and class facilities; and enrolls outreach students on-site. Nevertheless, Labor Center staff have redeveloped the College's outreach program, in which over 500 students are expected to enroll next fall semester.

Financial Aid. Due to the uncertain start of the District's reorganization of the financial aid function and the reduction and loss of experienced Financial Aid Office staff, 1984-85 was marked with a myriad of problems. The most severe was the processing of student files. The total number of student files processed declined to 3,641, an approximate 10% decline from the 1983-84 level. The major problem occurred when campus-processed files were submitted to the District's central processing unit for further processing. Student loans and grants were often delayed for months as files accumulated at the central unit. The Financial Aid Office has now been reorganized to work in conjunction with the central unit. It is expected that student applications will be processed in a more timely manner in 1985-86.

Admissions and Records. The 1984-85 year was marked by significant improvements in the admissions and records areas. The on-line registration system stabilized. Students were able to register both by mail and in person. Although the number of students enrolling declined from the 1983-84 level, students were served in a prompt and professional manner. Staff

shortages continued to be a major problem, but substitute clerical assistance enabled the areas to function effectively. The fee structure, class schedule and directory card information were stabilized, allowing clearer communication with students. The area also concentrated on improving office interaction with faculty and other staff.

Goals for Admissions and Records during 1985-86 include the enrollment of additional foreign students, additional service to veterans, improvement of electronic communication and stabilization of office staffing.

Student Activities. The Office of Student Activities coordinated and facilitated the student government program, which included such activities as campus clubs, student loans, commencement exercises and injury insurance. Special activities during the year included the student trustee campaign, selection of the recipient of the Chancellor's Distinguished Student Honor Award, and the LACCD Outstanding Student Leadership Award.

Special programs with educational value were also initiated and coordinated by the Office of Student Activities. These included a tribute to Dr. Martin Luther King, a Black History month celebration and a Cinco de Mayo celebration. The Associated Student Organization (ASO), in conjunction with the Office of Student Activities, participated in and supported the College Transfer Day, blood drives and sickle cell screening, "Santa Comes to LATTC" (a special program for the Campus Child Development Center), "Explosion in Motion" (LATTC student dance concert), voter registration drives, VICA and forensic team competitions.

The Office of Student Activities diligently assisted with the student registration process by administering the Project ACCESS skills assessment test and by providing all incoming students with general information on registering for classes.

This was another banner year for the LATTC women's basketball team. The win over DeAnza College in the State tournament brought LATTC's season record to an impressive 33 wins with only one loss. The Lady Techsters have now won three consecutive Mountain Valley Conference Championships, two Southern California Regional Championships and, in 1984-85, a State of California Women's Community College Basketball Championship.

Community Services

During 1984-85, the Community Services Program experienced continued growth as several long-range program goals were met. The distribution of the program's brochure increased from 50 in 1980-81 to over 100,000 in 1984-85. In addition, the brochure is now mailed quarterly to prospective participants. Participation in the programs offered by Community Services has increased to approximately 4,000 participants annually, up from 1,800 in 1983-84.

Enrollment in non-credit Community Services classes increased for the fourth consecutive year to a new high of 3,255. New classes that were par-

ticularly attractive included Retail Loss Prevention, Inspection Technology, Machinist Training, and Fashion Design Specialties.

Three objectives for 1985-86 should eliminate the recordkeeping problems that Community Services has experienced in the past. First, the program will be computerized. Program enrollment, mailing lists, instructor listings and budget information will form the data base from which Community Services will develop a new accounting and cost control system. Second, Community Services expects to hire more unclassified personnel in order to support expansion. The program will include Adult Education classes for the first time in 1985-86.

Special Facilities

The Grand Theater once again attracted groups from throughout the city. Special productions and events during 1984-85 included performances by the National Theatre of the Performing Arts, The Miss Teenage International Beauty Pageant, A Vietnamese Dance Concert, The Sugar Ray Robinson Foundation Variety Show, The Black Talkies on Parade Film Festival, The Miss Compton Beauty Pageant, The Marnantha Church Easter Services, The Bryman School of Nursing Graduation, The South Carolina State University Youth Choir Concert, The National Conference on Aging's Job Fair, and LATTC's own Gold Thimble Fashion Show.

Although the Theater was able to house these events, future use of the Theater will depend on the College's ability to properly maintain it. Due to the loss of the theatre manager and no funds for deferred maintenance, the Theater is beginning to deteriorate. During 1985-86, the College plans to initiate a special fund for theater maintenance and repair.

Administration and Planning

Long-Range Planning. Planning has continued as an important part of the College's activities during 1984-85. However, most of the planning has been short-term. An example is found in a review of the College's Instructional Planning Group's materials, which report instructional department objectives and measurable evidence of accomplishments. Because of limited data bases, control over human and fiscal resources and hindrances to programmatic changes, long-range planning has been a challenge. Such planning efforts have continued, however, through at least the following: college planning forums (e.g., Budget Committee, Curriculum Committee, Executive Council, Administrative Council), refinement of the Program Review and Evaluation System and development of the LATTC Foundation. Moreover, the College has participated in activities developed by the districtwide Committee on Access and Excellence. Finally, consideration has been given to the preliminary steps to be taken to update the Mission Study, completed by LATTC in March 1978, to determine College and student needs over the next 10-15 years.

Major Research Projects. The LATTC Program Evaluation Pilot Project was designed to refine a system whereby curricula would be reviewed with the

intention of constant, consistent improvement. The project was completed during the 1984-85 academic year and an action report was created. Using the data generated during the project, the final action report and the guidance of the Program Evaluation Committee, a formalized program evaluation system will be initiated in 1985-86.

Additionally, the College will be implementing a comprehensive Student Follow-Up Study, which was planned within Academic Affairs using a research intern from UCLA. Its purpose is to provide useful, meaningful, and defensible planning information for the College.

Special Fund Development. The College was successful in bringing in considerable monies and equipment to supplement District funds. Special funds included $522,840 through VEA for equipment, equity re-entry and tutoring; $586,803 from the Employment Training Panel for Computer Grading Equipment, instructor salaries, and technician training; and $925,000 from private industry to build the Computer Aided Drafting system, and to purchase the Crossfield color scanner and Compuduct system mentioned in the Vocational section above. The State of California supplied $1,575,590 for Handicap Services and the Child Care Center. Along with smaller grants for job placement and training, special funds for 1984-85 totalled $3,661,273.

In addition to the above, the College collected over $475,000 for Apprenticeship education and $357,423 for EOP&S.

Public Information. As part of District reorganization plans, the Public Information Officer was transferred to the District Office of Communications Services. New responsibilities of the Officer included the promotion of the public image of LATTC and District Administrative Offices. The Officer was assigned one day a week on the LATTC campus.

The reduction of time on the campus did not alter to a significant degree excellent public information services. Publicity efforts included the dissemination of approximately 25 news releases each month to 64 newspaper chains as well as to local radio and television stations, local colleges, high schools, public officials and community advisory groups. In addition, the Public Information Officer produced a new "all College" brochure, seven departmental brochures, the President's Community Newsletter, and the newspaper preprint designed to promote fall semester enrollment and distributed in the Los Angeles Times.

Finally, LATTC received more than $50,000 in gratis radio air time as a direct result of the dissemination of public service announcements of College events.

Community Relations. There are approximately 450 members of the Greater Los Angeles Community serving on LATTC's educational program advisory com-

mittees. These business and industry leaders provide advice and assistance of considerable value to the College. A culminating activity for committee members is an annual Advisory Breakfast catered by the Culinary Arts Department. At this year's breakfast, the guest speaker, Mr. Ray Remey, President of the Los Angeles Chamber of Commerce, emphasized the importance of the linkage of business and education as a mutually beneficial partnership. Also during the breakfast, the College presented the Air Conditioning Company, Inc. (ACCO) with a plaque in recognition of their contribution of the Compuduct System.

During the 1984 Olympic Games, the College, in cooperation with the Office of the Mayor of Los Angeles and the Pizza Hut Corporation, hosted an international business and food fair. For one week prior to the beginning of the games, the College welcomed over 15,000 visitors from countries throughout the world. The culminating activity of the fair was an international banquet attended by many foreign dignitaries and local, state and national businesspeople and politicians.

The College was actively involved with the development of relationships with local high schools during 1984-85. Over 100 local high schools were either visited by LATTC personnel or had potential students visit the LATTC campus. In addition, the College hosted the second annual mathematics competition for high school students. Seventy-five students participated in the competition. The three students with the highest scores on the test were awarded cash prizes and plaques provided by the LATTC Foundation. The student with the highest score from each school also received a plaque. All students received certificates of appreciation for their participation. The College is actively involved with the Los Angeles Unified School District in the joint development of a "High-Tech" enrichment program for high school students scheduled for implementation during the fall of the 1985-86 academic year.

College administrators, faculty and staff participated in numerous community forums. Information concerning LATTC was shared with other educational institutions, civic bodies and business groups.

Administrative/Fiscal Services

Facilities. The LATTC campus is one of the older campuses in the District, with facilities constructed over the past fifty years. All of the buildings are in use for instruction. Many contain an extensive investment in equipment used by students in vocational programs. The older buildings present many challenges, as they are not air conditioned and often require extensive repairs. The newer buildings are beginning to slowly deteriorate, as they have become heavily used. The outdoor physical education facilities are in need of reconfiguration and grading. The continued use of these physical education and recreation facilities by both students and the local community has rendered them below standard for high-quality intructional purposes.

Although funds were available for some minor projects such as roof repair, parking ramp waterproofing and some painting, there remain many projects

that must be completed if the taxpayers' investment is to be protected. The steam heat line between A and H buildings developed serious leaks and plans to repair them are in the engineering bidding and contracting stage. The correction of the hazardous conditions in the handrails and cantilevered walkways by the B, D, and H buildings was completed in 1984-85.

During the 1984-85 year the College began an investigation of the feasibility of incorporating a preventive maintenance program into its operations. The College plans to complete the investigation in 1985-86 and will request support for implementation. A preventive maintenance program is especially important for a campus located on only 21 acres with an average of 11,000 people using the facilities daily.

Security and Safety. During the 1984-85 fiscal year, the ability of the campus safety and police to meet the law enforcement needs of College personnel was greatly limited by a shortage of personnel. Neverthless, 90% of the campus service calls and 100% of the emergency calls received timely responses from officers.

During 1984-85, LATTC officers received specialized training in defense measures, and completed advanced officer training courses and instruction about officer-involved shootings.

The administrative function of the LACCD's Safety and Police Division is assigned to LATTC. This function includes the responsibility for equipment inventory, security for the District Office and meetings of the Board of Trustees, and background and warrant investigations. The LATTC Safety and Police were able to provide these services to a limited extent, as a shortage of personnel prevented complete coverage at all times.

Plant Maintenance and Operation. Although resources were limited during 1984-85, Plant Maintenance staff completed 4,844 repair requests and still have 338 backlogged. There were 21 alterations and improvements (A&I) projects backlogged, with eight completed during the year.

The main concern with the decline of funding and personnel is that the quantity and quality of services will continue to be impaired. The impact will be felt on the educational program as well as on the campus as a whole.

Energy Conservation. The ever-increasing costs of utilities make this area a high priority for plant facilities. In addition, savings realized by conserving energy can be used for campus maintenance and operations. The College will continue its efforts to identify energy-saving techniques and devices.

Budget. The continuing decline in resources has placed severe restraints on the budgeting process. During 1984-85, LATTC developed a computerized

personnel data system using personal computers. The development of this system has assisted the College in gathering information for budgeting. This has helped the College utilize its available resources more efficiently and effectively. Nevertheless, it is becoming increasingly difficult to properly manage and administer high quality educational programs as the College's financial resources diminish. Finally, the pressure placed on the institution to reduce its budget after receiving an allocation causes many dislocations which adversely impact classroom activities.

Personnel Services

Procedures and Recordkeeping. In order to cope with the severe reduction in staff, the College initiated a process of refining, clarifying and simplifying all administrative procedures. New procedures were published in the campus Procedures Manual and distributed to all activity supervisors. In-service training sessions on the new or updated procedures were held and were very successful. The College plans to continue its review and updating of procedures and to issue new amendments as required.

Affirmative Action. Affirmative action policies and selection procedures remain in effect, although fiscal constraints severely reduced new hires and replacements. Replacement of faculty is particularly important for sixty-year-old LATTC, where the hiring of qualified members of underrepresented minorities and women became a top priority during the last 5 years. There are still instructional departments at LATTC composed of all men or all women. One department is composed of all men without any underrepresented minority faculty.

When funding allows the hiring of additional personnel, the College is committed to addressing its goals in compliance with the guidelines of equal opportunity and affirmative action.

Staff Relations/Labor Concerns. The College continued its effort to keep lines of communication open to all staff members. In cases involving personnel problems, every attempt was made to resolve issues at the College level. A growing discontent among staff has probably been the result of the continued erosion of campus resources. Nevertheless, the College administration seeks appropriate representation from all factions and employee groups in the governance of the College.

Staff Development Activities. The primary staff development activities took place during the Academic Renewal days. Approximately 18 workshops were held over the course of the year. The evaluations of each of them were positive, indicating that they were relevant to the staff's needs. Related activities, such as an assembly on "Legal Issues in Instruction," provided needed and useful information for faculty.

The College initiated a new Staff Development Committee, comprised of both classified and certificated personnel; this Committee will provide broad-based guidance for campus development activities in 1985-86.

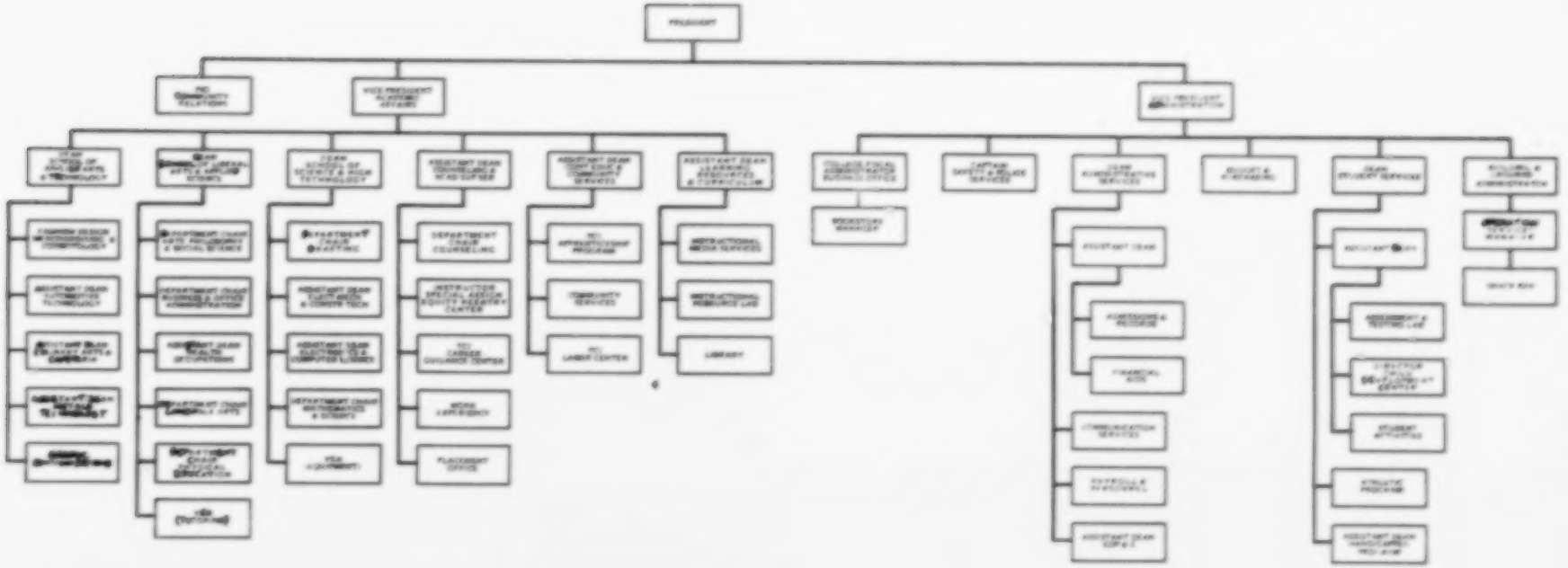
SUMMARY

Los Angeles Trade-Technical College experienced many achievements and challenges in 1984-85. The major achievements included support the College continued to received from the greater Los Angeles community, the College's efforts to evaluate and improve its programs, productive marketing of the College, acquisition of state-of-the-art-equipment for instructional programs, computerization of many administrative functions and the continued high quality of instruction provided by the faculty.

The challenges faced by the College in 1984-85 were most often associated with a general decline in resources. Personnel shortages caused many dislocations and created many situations that still require attention. Budget erosion created the need for a thorough investigation of ways in which the College can survive and offer high quality educational programs if this decline continues. Other continued challenges included development of programs to address the changing literacy needs of entering students, staff development activities to address the changing needs of an experienced faculty, computerization of mundane and repetitious administrative functions, redevelopment of the counseling and student advisement function, and maintenance of deteriorating equipment and facilities.

Overall, LATTC, with its dedicated faculty, administration and staff, has set in motion activities that will permit the institution to not only survive but also continue to provide greater Los Angeles with educational programs and services that have established the College's traditions and reputation.

LOS ANGELES TRADE-TECHNICAL COLLEGE TABLE OF ORGANIZATION, 1984-85



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Los Angeles Valley College

THE COLLEGE

Community Served by the College

Valley College serves a varied and changing population in the Eastern San Fernando Valley. Van Nuys, North Hollywood, Sherman Oaks, and Studio City are the primary communities in its service area. The population is 76% white and 24% minority, with 15% Hispanic, 6% Asian, 2% black, and 1% other. Last year's student population was 69% white and 31% minority, with 13% Hispanic, 9% Asian, 4% black and 5% other. Of the adult population 17 years of age and over, 6% were under 20 years and 29% over 55 years. Students under 20 years comprised 16% of Valley's total enrollment; 6% were over 55 years.

Total employment in the communities served is approximately one half million, with 30% in manufacturing, 26% in services, 17% in retail trade, 10% in government, and 17% in a variety of other occupations. Approximately 64% of the workers in this primary service area are in white collar jobs: clerical, technical, sales, and management.

In Van Nuys and Sherman Oaks, 51% of the area includes single family dwellings and 18% multiple family dwellings. Multiple housing construction has continued slowly, and in some areas new construction has not been readily occupied. The remaining 31% of the area is divided among commerce (8%), industry (9%), parking and public areas (14%).

Mission and Functions Statement

Basic to the philosophy of Los Angeles Valley College is the belief that members of the community should have opportunities to develop to their full potential. To that end, the primary responsibility of the College is to provide students with educational programs and services to improve the quality of their lives, further their liberal arts and/or vocational preparation and advancement, and enable them to contribute to society.

The College, therefore, strives to serve all who have the capacity and motivation to profit from higher education. The College recognizes its responsibility to meet the continually changing educational needs of the community and the growing diversity among students. The College is also committed to maintaining the quality of educational experiences within an atmosphere of academic freedom.

The major educational functions of Los Angeles Valley College are to provide lower-division transfer, occupational and developmental educational programs, leading to certificates and associate degrees, which are appropriate to the needs of communities served. Community Services classes are also offered.

College Goals

The primary goal of the College is to determine and to meet those needs of its students and of the community it serves as effectively as they can be met through the educational process and its products. This goal is a continuous one, responsive to ever-changing needs.

In implementing this primary goal, the College works to provide:

1. a variety of readily accessible educational opportunities through general liberal arts education, technical-vocational education, lower-division preparation for transfer to four-year colleges and universities, and curricula for personal growth;
2. counseling services directed toward identifying and fulfilling educational, financial, health and other personal needs;
3. an atmosphere and image that will attract the involvement of community members and organizations in the educational process, both in a participatory and in an advisory capacity; and
4. cooperation with other institutions in promoting appropriate educational and cultural programs.

College Organization

A chart illustrating the administrative structure of the College in 1984-85 is presented at the end of this report.

ACHIEVEMENTS AND PROBLEMS

Instructional Programs

Instructional programs at Valley include transfer and vocational majors leading to an associate degree or certificate of completion, and developmental curricula.

Changes in programs have been necessitated by shifting demographic patterns and altered student and community needs.

The College has continued to provide a balanced curriculum, but recent fiscal reductions and uncertainties have increased the need for long-range educational planning. Programs and services have been modified to conform with changing State, District, and community priorities. The primary concern of the College is to maximize access for students while maintaining excellence in the curriculum and incorporating social and technological changes. Coordinated efforts of the instructional departments, the Curriculum Committee and the administration have produced associate degree major requirements and catalog language for program majors.

Transfer. The transfer function reflects the philosophy and goals of the College and is communicated through liaison programs to feeder secondary, proprietary and adult schools, and articulated with four-year colleges and universities. The quality of the transfer program was recognized by the University of California at Los Angeles (UCLA), by their inclusion of Valley College among those community colleges to which UCLA overflow applicants were redirected. Curricular plans developed by the departments insure that students can complete the transfer requirements in two years.

The College's most significant accomplishment has been to continue to affect a balanced program during the 1984-85 academic year. Emphasis on major requirements has increased student awareness of majors at both Los Angeles Valley College and four-year colleges and universities. New courses developed and approved include: Psychology 60, Stress Management; Family and Consumer Studies 14, Planning and Constructing the Wardrobe; and Political Science 16, Constitutional Law and the Supreme Court. Several Physical Education courses were also reinstituted: Physical Education 225, Yoga Skills; Physical Education 241, Judo Skills; and Physical Education 446, Tap Dance Skills. In addition, two experimental courses will be offered in the fall 1985 semester: English 99, Composition and Critical Reading; and Physical Education 99A, Aqua Aerobics.

The English Department will teach a section of English Composition using computer-assisted instruction in Fall 1985. The Mathematics Department is in the planning stages of establishing a computer-assisted instructional laboratory. A physical geography laboratory class, new to the Earth Science Department, has generated excellent enrollment. Business courses continue to enjoy the largest enrollment at the College. The Physical Education Department is modifying its course offerings with a greater emphasis on fitness and conditioning activities to meet student demand. After business, the second largest number of Valley transfers to both California State University, Northridge (CSUN) and UCLA are psychology majors. The Chemistry Department has had a particularly high rate of success in placing its students in summer research fellowships at various neighboring colleges and universities. Speech and Broadcasting continue to place students in internships with various radio, television and cable companies. Sociology established a departmental library and a scholarship in honor of Ms. Emily Gunning, a former faculty member.

Several departments are experiencing declines in enrollment: Art, Music, Theatre Arts, Anthropology, Physical Education and Foreign Languages.

Despite fiscal difficulties, a broad, ongoing cultural program was maintained. Art Gallery exhibits, plays, concerts, lecture series, field trips, readers' theatre and student films represented a mix of activities. Three major exhibitions were installed in the Art Gallery and a successful benefit auction raised $3,500 for the department. The Music Department Concert Series of over 40 events was presented to the public as well as to students. Biology and Earth Science continued to offer field experiences, and students have traveled to Big Rock Slide, Randsburg and

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other important sites. The American Federation of Teachers (AFT), in conjunction with the Sociology and Psychology departments, sponsored a campus visit by Latin American teachers, who discussed conditions in their countries with students. Physical Education again presented a spring dance concert. The Patrons Association assisted in sponsoring the Dean's Tea for honor students. Manuscript, the English Department's student literary magazine, continued to encourage talented students to stretch their abilities and achieve competitive publication. Literature classes visited the Huntington Library. The Valley Star, produced by the Journalism Department, proved its high standards by winning an overall excellence award for large college newspapers and kept the College community informed about campus events, achievements and concerns. The Crown magazine also won awards of excellence.

Recognizing that guided observation is one of the best methods of instruction, and aware of the need to encourage and enhance the development of intercultural and international understanding, the College is prominently active in the International Education Program. The faculty has contributed ten courses for the program. The American Cultures department continues to enrich the campus through programs of Jewish, Black and Chicano Awareness Weeks, including Holocaust Memorial Week.

Valley College students have shown many accomplishments, including transfers to four-year institutions followed by graduate education, recognition of special abilities and scholarships, establishment of their own businesses, participation in civic and community projects, and direct employment into all sectors of the work force.

Deferred maintenance and equipment replacement continues to be of concern to many departments. Life Science, Earth Science, Music, Theatre Arts, Art, Broadcasting, Psychology, Cinema, and Foreign Languages report that lack of equipment has had a negative impact on their instructional programs. Chemistry, Sociology, Mathematics, Psychology, and Art report that classroom facilities need instructional media service support. The Learning Center, Foreign Language and Music Departments report a need for technicians. All departments need student workers. Most departments are expressing concern over reduced instructional media services, particularly for evening classes. Supervision and curricular consistency are concerns of departments with a large proportion of hourly faculty and non-replacement of regular faculty.

Vocational. Valley College was a prime contributor to the achievements that earned for the entire District the National Award, "Keep America Working," from the American Association of Community and Junior Colleges. The importance of the vocational instructional program continued to increase in 1984-85. The College received major funding for new equipment in training employees in computer-assisted design and manufacturing (CAD/CAM) and computer numerical control (CNC). Planning is under way for the introduction of an automated office program. The large enrollment in business courses suggests that broader employment opportunities exist in some businesses. The unique Business Data Processing modular curriculum continues to be popular, offering students 24 units of course work in two

semesters by attending class 3 hours a day, 4 days per week. The Computer Science Information Technology Department gained two new full-time instructors, who have enabled the department to increase course offerings and develop a more comprehensive program for data processing students. Academic Renewal (Flex) Day provided the Office Administration Department an opportunity for a staff development project which has enabled faculty to replace Stenoscript with the Speedwriting Script Shorthand method in Office Administration 15 for the fall semester. Preliminary discussions are being held for a pilot hospital internship program at Canyon Hospital to enhance the Bio-Medical Electronics Technician program. There is a possibility of a Computer Animation Training program for the Art Department, which would retrain professional animators in the use of computers, thus salvaging jobs which are now going overseas. Cooperative Education received a $6,500 grant from the Department of Education which was used to produce a film promoting cooperative education opportunities. Cinema faculty and students wrote, produced and filmed the media presentation and commercial music students created the original score.

Vocational Education Act (VEA) funds were used to continue national priority programs. A new and innovative proposal was written for the Subpart 2 Basic program--a three-year project to build and operate an interdisciplinary vocational education computer center to serve all of the eligible vocational education departments on campus: Business Administration, Computer Science Information Technology, Engineering, Health Science, Office Administration and Physics.

The Engineering Department continued its development of special funds to keep its programs current with the evolution of high technology. The Department was awarded grants totalling $1,653,202 from the California Employment Training Panel, through the District's Office of Occupational and Technical Education. Of that amount, $596,000 was alloted for a Computer-Assisted Design/Computer-Assisted Manufacturing Program for aerospace industries; another $242,000 worth of equipment and computer software was donated by Lockheed, Dessault, and Dunlap and Abbott to support the new programs.

The Office Administration Department was awarded an Employment Training Panel grant of $354,960 for an office automation program designed to meet the needs of companies that are converting manual office operations to automated systems. This program will begin in the 1985-86 academic year.

Valley College is becoming an innovator in vocational curricula, educational delivery systems, and development of high technology programs through special funding. Examples of this may be seen in the development and revision of courses and equipment in four occupational certificate programs; development of an effective working relationship with the District's Office of Occupational and Technical Education, the Los Angeles Business Labor Council and labor organizations; and the formation of preliminary plans for a Center for Advanced Technology.

Developmental. Project ACCESS, an assessment orientation program for new students, was implemented at Valley College in 1984-85. The Counseling

Department conducted 98 sessions for 5,732 students. Students were informed of results and were assisted in appropriate placement in English, computer science, and mathematics courses.

The College plans to reinstate Psychology 9, Introduction to College, in Fall 1985. This class will stress effective student program planning, self-evaluation, career planning, and knowledge of College programs and services.

In conjunction with UCLA and the National Writing Project, District English instructors designed an experimental course, English 99D, Composition and Critical Reading, to increase and intensify the reading component, cognitive skills, and expository writing at the English 28 level. The number of students needing to take English as a Second Language continues to increase. There continues to be a strong demand for the Learning Center, Foreign Language Laboratory, and the English Department's tutors and Language Skills Instructional Assistants. However, retrenchment factors have diminished the amount of student participation possible.

Faculty. The faculty continues to lead in achievements, awards and participation. Dr. Shannon Stack, the Chairperson of the History Department, is serving on the two-year college California Humanities Project. The Board of Trustees of the California Historical Society elected to membership Dr. Gloria Miranda, Chairperson of the American Cultures Department, as its first Chicano and female community college instructor. Glen King, speech and broadcasting instructor, won $25,000 in a lyric writing contest. Professor Karen Timberlake of the Chemistry Department was awarded the prestigious 1985 Chemical Manufacturers' Association Catalyst Award for Excellence in Teaching, the fourth award to members of this department. Activities of the faculty included heading campus organizations and providing national and statewide committee leadership and participation in the College Entrance Examinations Board, accreditation committees, California Community College task forces and committees, collective bargaining organizations, publishers textbook committees and several conference and workshop presentations. William Lavoie, Chair of the Engineering Department, was the District representative to receive the Innovator of the Year Award from the League of Innovation. Val Villa, Chair of the Foreign Language Department, was the first faculty member to serve as an accreditation team chair and one of the first to serve on the statewide accreditation commission.

Instructional Support and Student Services

Library and Learning Resource Centers. The budget allocated to the Library this year was $29,000, which was augmented by the Board of Trustees by $13,000. This increased amount was adequate to meet a portion of the Library's needs. The cost of books continued to go up. The average cost per book in 1984-85 was $31.96, almost $10.00 more than the previous year.

The Library was open from 8:00 a.m. to 9:00 p.m., Monday through Thursday, and 8:00 a.m. to 2:00 p.m. on Friday. Saturday and Sunday hours, noon to 4:00 p.m., were financed by the Associated Student Union (ASU). A number of routine library processes have become difficult to maintain because of the reduction of professional, clerical and student worker personnel during the last few years. A microcomputer-based system, with appropriate software and word processing capabilities, would expedite card catalog production, serials check-in and claiming, acquisition accounting, and the ordering system, when and if the budget permits such a purchase.

During 1984-85, the Learning Center maintained the same level of instructional support services for the college curriculum as it had in 1983-84. Student visits, including tutoring, totalled 22,077 as compared to 22,019 last year. Credit classes in English, mathematics, speech and education continued to be held in the Learning Center. Support for reading, foreign language, accounting and speech/broadcasting courses remained active.

Counseling and Services to Special Clienteles. Counseling services included the campuswide distribution of information pertaining to transfer, general education and major requirements, and course equivalencies of neighboring four-year universities; articulation and liaison with four-year colleges and universities; and articulation conferences. The Counseling Department also provided staff for the ACCESS Assessment and Orientation Program.

Extended Opportunity Programs and Services (EOP&S) continues to deliver high quality services to disadvantaged students. During 1984-85, contacts were made to more than 750 prospective EOP&S eligibles, and of this number more than 600 were deemed eligible for EOP&S assistance. Over 400 of these students were actually served (representing more than 10% of the students taking full-time academic loads). Delay in the processing of financial assistance compelled many of these students to withdraw from school or reduce their course load.

The Veterans Program continued to provide counseling and services to veterans and dependents eligible for educational benefits. Currently it provides assistance to approximately 500 persons.

The number of "identified" disabled students has remained somewhat constant from year to year and usually represents from 10% to 15% of the total College population. Handicapped Student Programs and Services successfully implemented three new programs: a small group class to meet psychological and personal needs of the disabled student population, Personal Development 15; a special conference prsented in Spring 1985 entitled "Referral Alternatives," which brought together a variety of community agencies to improve networking and communication; and a highly successful recruitment effort that doubled the number of learning disabled and adaptive physical education students enrolled at Valley.

Activities for returning women have been coordinated with other special services activities because of limited funding and staffing. A series of seminars were sponsored by counselors.

Financial Aid. Perhaps the most positive and constructive area of financial aid in the 1984-85 academic year was the coordination of miscellaneous scholarship accounts and the establishment of guidelines and procedures for dealing with donors, awards and students.

The Financial Aid Counselor continues to provide a high standard of service to students and to insure continued compliance with federal regulations. Valley continues to be the only college in the District with a full-time counselor assigned to the Financial Aid Office.

Admissions and Registration. During the 1984-85 year, the Admissions Office enrolled over 44,500 students, a slight decrease in enrollment over recent years. During the year, the Office processed over 22,000 applications and approximately 25,000 course program changes.

Over 6,000 students were enrolled by mail-in registration in the fall semester, and over 7,000 during the following spring semester. This type of registration significantly reduced the volume of in-person enrollment and its impact on Admissions staff.

Students subject to disqualification were notified by letter during each semester. All were urged to make an appointment to discuss their problems with a member of the Counseling staff.

Student Activities. Some of the accomplishment of ASU this past year were a record-breaking blood drive campaign, participation in the Geraldine Ferraro campaign, a record turn-out for the Los Angeles Community College District Leadership Conference, and a club membership drive which preceded Club Day. Club participation and a club directory reflect increased participation and interest in student clubs on campus.

The November homecoming events were extremely well attended. The Tay Sachs screening was again sponsored by ASU. The third annual Comedy Variety Show was an unqualified success. The purchase and use of an IBM computer is helping the officers organize ASU affairs with more economy. The primary focus of the ASU administration is to make its budget a continuing resource for extra and co-curricular activities that are important to students and staff.

The Office of Student Affairs continues to coordinate student activities and to work closely with departments in promoting participation in extracurricular activities.

Intercollegiate Athletics. The College takes pride in its intercollegiate athletic program. In the past four years, every starting sophomore on the football team has been placed in a four-year college or university. In 1984-85, scholar-athletes won conference tournaments in basketball and

entered state playoffs, finished second place in baseball and entered state playoffs, and were state champions in cross-country and the 10,000 meter run. Women's activities included teams in cross-country, basketball, softball, swimming, track and volleyball. Several women athletes had the opportunity to represent Valley College at regional and state championship competition.

It should be recognized that athletes must take a full load of classes and maintain a 2.0 grade point average. This means that the intercollegiate athletic program generates additional WSCH and transfer students for Valley College.

Special Services. The Placement Office placed 4,745 current students or graduates in full and part-time jobs during 1984-85. The staff made 22,755 referrals to employers, who listed 9,934 jobs with the Office. Also provided were job clinics, vocational information and employment counseling to 4,608 students.

The Annual Job Fair, co-sponsored by the Placement Office, the Cooperative Education Office, and the Patrons Association, was the most successful yet, helping many students to obtain jobs. The Summer Youth Employment Program took place on campus during the summer months. The Placement Coordinator processed 431 student worker assignments and placed a total of 314 students in job on campus. The ethnic makeup of new students using the Placement Office was 49% white, 22% Hispanic, 11% black, 12% Asian, and 6% other.

The Placement Coordinator served her second two-year term as Treasurer of the California Community College Placement Association and has been elected College Representative, South for 1985-86. She hosted a Valley College display table at the annual Employer Seminar at the Universal Sheraton, and coordinated and hosted a meeting between Linda Thor and local employers to discuss participation in the Valley College Mobile Laboratory Office Automation Training Project.

Community Services

Community Services functions have been centralized in one campus location. Office hours are from 8:00 a.m. to 8:00 p.m., which serve the working public more effectively.

Non-Credit Classes. Annual enrollment for 1984-85 was 25,670, up 44% from the previous year. Short-term, hands-on classes in personal computer software such as Lotus 1, 2 and 3, Word Star and Logo, have been much in demand by the public. There has been also much interest in computer classes for children. Other programs for children have been well attended, especially enrichment classes such as math. The Community Services swimming program has expanded and includes a youth swim team, the Swim-N-Lions. Also well received are short-term business classes, such as

Selling through Mail Order, personal development and continuing education in real estate. The Traffic Violator School fills a community need, and there is a growing need for bilingual classes in this area. Community Services receives no tax-based funding and classes are offered on a self-supporting basis, with careful monitoring of program costs.

Administration and Planning

Long-Range Planning. Long-range planning at Valley College has included both curricular and fiscal considerations.

The College administration, department chairs, faculty members, Faculty Senate, and College Curriculum Committee have cooperatively developed and approved associate degree majors and are currently developing and reviewing catalog language for each major. This information will be incorporated into recruitment efforts for Fall 1986.

The faculty and administration have begun development on a "tracking system" for transfer students. The President, Vice President for Academic Affairs, a counselor, and department chairs have met to discuss the course requirements for major and general education requirements for transfer in various instructional areas, the semester sequencing of these requirements and the scheduling of these courses each semester. Recommended course preparation in high school is included in the plan. The "tracking system" will allow for more efficient scheduling of classes and for better utilization of instructional faculty.

During 1985-86 the administration and faculty will review instructional programs leading to a certificate. In addition, a faculty member will be released to coordinate relations with high schools.

In Spring 1986, mailings will be sent to all high school seniors. In addition, plans for a brochure are being developed which will include a listing of cultural events--art, theatre arts, music dance--scheduled annually at the College.

Many demographic changes are taking place in the community. There has been a decrease in the number of students graduating from local high schools, and an alarming percentage have dropped out before reaching the twelfth grade. The number of persons under the age of eighteen has declined, while the older population has increased. There has also been an increase in the number of Hispanic persons in the Greater Van Nuys area. These demographic changes have resulted in a decrease in enrollment since 1981-82. In response to this enrollment decline, the College has reduced classified staff, faculty positions and administrators.

As revenue continues to decline, the College will develop alternative funding sources. The Foundation of Los Angeles Valley College should grow in importance in coming years, and aid from grants and donations will be aggressively sought. Volunteer programs should help raise additional funds, and liaison with auxiliary organizations should be maintained and expanded to broaden the base of community support for the College.

Major Research Projects. In response to declining enrollment, Valley College conducted a written student survey to determine student satisfaction with the College. The survey was developed by students in a marketing course in cooperation with the College President. The survey included information regarding student profiles, academic goals, campus services, and transportation. The survey was distributed to selected classes in the spring semester and summer session. The results of the survey will be tabulated when staff can be made available for this task.

Since staffing for the research function is no longer available to the College, no extensive research projects were conducted.

Special Fund Development. During 1984-85, contributions totalling $142,387 were generated for various scholarships and grants. Funds amounting to $33,500 were received which were specially earmarked for works of art and instructional materials. The Child Development Center was awarded a $5,554 food grant and a $79,212 development grant. The United States Department of Education awarded a $6,572 grant to produce a media presentation on Cooperative Education. These funds are in addition to the grants mentioned above in the vocational section.

The Foundation of Los Angeles Valley College is still in the development stage. All donations have been directed to and processed through the Office of Community Resources. This Office will continue to be the main resource development channel until the Foundation is in place.

The Patrons Association of Los Angeles Valley College is a chartered, non-profit corporation composed of persons interested in providing services and other resources to Los Angeles Valley College programs, faculty and students. The Association awarded seventeen scholarships during 1984-85, one for $150 and the rest for $125 each. It presented 30 Halo Awards of Appreciation to College staff, departments and community organizations that made donations to scholarships, contributions of time (service), or other assistance to Patrons' activities. The Association hosted the Deans' Tea (fall and spring semesters); the Principal's Breakfast, a school informational and recruitment activity; and the June graduation platform members reception and post-ceremony refreshments. In partnership with the Placement Office and Cooperation Education, the Association co-sponsored the Job Fair.

Other Projects and Activities. Released time was secured for an instructor to research college scholarships and prepare and publish a scholarship manual for students. By the end of the 1984-85 year, the research was completed and a rough draft of the manual prepared. Scholarship administration has been added as a major responsibility of an administrator. Within the next year the project will be completed.

Public Information. The College has been allocated the services of a Public Information Officer for one day per week. The College prepared and distributed 20,000 "Valley Student" newsprint publications to high school seniors, community residents, and registering students. Over 200,000 copies of a "preprint" advertising supplement were distributed to the community through the Los Angeles Times and direct mail.

During the next few years, greater effort will be made to have feature articles published in local newspapers. In addition, articles will be submitted to Spanish-language publications.

Community Relations

Articulation with local schools and colleges. Liaison with high schools was achieved through high school counselors attending a luncheon on campus, high school principals attending an orientation breakfast, high school faculty meeting with college faculty in thirteen instructional disciplines, and a college-wide Open House. Counselors regularly attended College Night at high schools in the service area and made additional visits to the high schools to meet with students. Faculty members have begun to accompany counselors on these visits. Informational packets were distributed to potential students. These packets included such items as a class schedule and catalog; program planning worksheets; financial aid information; information on associate degree, transfer, and certificate programs; a list of counselors by instructional discipline or student support service area; Associated Student Union and College descriptive brochures and a copy of the Valley Student.

Valley College has cooperated with UCLA and CSUN in planning transfer programs. The College has strengthened the UCLA transfer program through involvement in the UCLA "Redirection Program." Although the numbers of students anticipated in this program did not materialize, the cooperative efforts made by the staff members of UCLA and the College supported the transfer effort. The College and CSUN participated in a transfer conference offered under the auspices of the Tri-Valley Alliance, an association of institutions of higher education in the San Fernando and neighboring valleys. Counseling, English, and mathematics faculty as well as administrators from CSUN and several community colleges contributed recommendations for improving intersegmental articulation.

Administrative/Fiscal Services

Facilities. The deferred maintenance projects scheduled for 1984-85 were completed. Selected bungalows were completely refurbished by the maintenance staff. Eight-ton air conditioners were installed for computer labs in the Engineering Building, and another eight-ton unit was replaced in the Art Building. Two hazardous areas were repaved on Campus Drive and College Road by the kiosk area. Pay parking meters were installed at the Library. The main power service at the stadium was replaced because of

deterioration. The emergency lights in the Women's Gym and Library received a major overhaul. Minor changes were also made in the Engineering/Computer Project Trailer.

Security and Safety. The College Police are dedicated to providing a safe environment for anyone using campus facilities. Statistics for 1984-85 showed a 20% increase over 1983-84 in total incidents reported to campus police officers. The increase in 1984-85 is due to a greater awareness by the campus population of incidents that have gone unreported in the past, i.e., attempted thefts, lost or stolen property, injuries, etc. The College Police are continuing basic first-aid treatment and other health functions. In-service training sessions in law enforcement and health and safety are attended by College Police personnel.

Plant Operation and Maintenance. The Maintenance Department has continued to provide high quality service to support the educational programs at the College. Individual staff members have been innovative and resourceful, doing an excellent job with fewer personnel. A total of 2,388 Work and Repair Requests have been completed. Approximately 1,500 telephone calls were received for miscellaneous requests and complaints.

Major projects included replacement of the Master Time Clock and Bell System, replacement of various floor coverings, general paving repairs, high usage classroom renovation, major sprinkler renovation in various locations, additional surveys and testing for asbestos contamination, deferred maintenance projects to reroof Music and Men's Gym Buildings, and approval from the Los Angeles City Council to vacate Ethel Avenue.

Major concerns have been costly equipment purchases and replacement, serious asphalt deterioration in various locations, air conditioner replacement, asbestos encapsulation and continued support of energy conservation.

The Plant Facilities Department was at its lowest manpower level in several years. Their goal has been to make the campus look as good as always, but in time, staff cuts will result in reduced services. The shortage of custodial and maintenance staff is already evident in the deteriorating appearance of the College and the classroom environment. The most pressing equipment need is for replacement of audio-visual equipment for classroom use.

Energy Conservation. The College has an eight-year continuing energy conservation program which continues to be viable. The program has brought about more efficient sources of lighting; installation of time clocks and other automatic controls; and cutbacks of unnecessary lighting, heating and air conditioning. Insulation has been installed where appropriate. The College has been studying computerized energy management systems that greatly reduce power consumption by limiting peak loads automatically.

Business Office. For fiscal year 1984-85, the Business Office processed and deposited approximately $6,000,000 for the bookstore, cafeteria, and registration collections. In addition, the Office typed over 5,000 registration fee refund checks, encumbered appropriation funds for Valley's $18,000,000 budget, and processed over 3,000 requests for personnel action by the payroll unit.

The Associated Student Union experienced a sharp decline in membership; however, the reduced income was somewhat offset by the reinvestment of savings accounts to earn greater interest income. This year was the first time that all ASU scholarship accounts earned interest.

Despite continued fiscal constraints, the Business Office has improved its operations in 1984-85. Additional cash registers and new typewriters aided in the collection and refunding of registration fees.

Budget. The 1984-85 budget was inadequate to fulfill College needs, even after the elimination of 26 full-time equivalent (FTE) certificated staff between Fall 1983 and Fall 1984.

Major areas of concern for the College included certificated salary accounts and the reduction in classified staff positions and student worker hours, as well as the lack of adequate relief help for maintenance and registration. Also harmful was the lack of funds for equipment and equipment replacement, maintenance and supply. The College was without any maintenance funds from December through June.

Personnel Services

Affirmative Action. Between December 1983 and December 1984, the number of minority personnel increased by 14 positions, from 13% to 15%. The proportion of women on the staff remained the same, at 43%. Workshops, bulletins, Ethnic Awareness Weeks and Affirmative Action Guidelines have all been vital to the College's Affirmative Action Program.

Staff Relations/Labor Concerns. The major concern in labor relations is the stability of staffing. Due to the State community college fiscal situation, the College classified and certificated personnel have suffered from uncertainty about the security of their employment. There is concern with the lack of replacement of staff. Reduced staffing has caused employees to feel frustrated by their inability to perform needed services with the same pride and high level previously attained.

Staff Development. During 1984-85 the College planned eight staff development programs/workshops for classified, certificated and administrative staff. The total number of participants was 153. Most of the programs/

workshops were scheduled between 1:00 p.m. and 4:00 p.m. so that interested faculty could attend. Some of the topics presented included Personal Financial Planning, Worker's Compensation, Cardio-Pulmonary Resuscitation (CPR), Rape Prevention, and Earthquake Preparedness.

In addition to staff development activities, there were several district-wide events held at the College that were attended by individual members of our staff. These included the Chancellor's Colloquium, Admission Staff Orientation to the use of Computer Terminals, Custodial Training, and Workshops for Supervisors and Bookstore Personnel.

SUMMARY

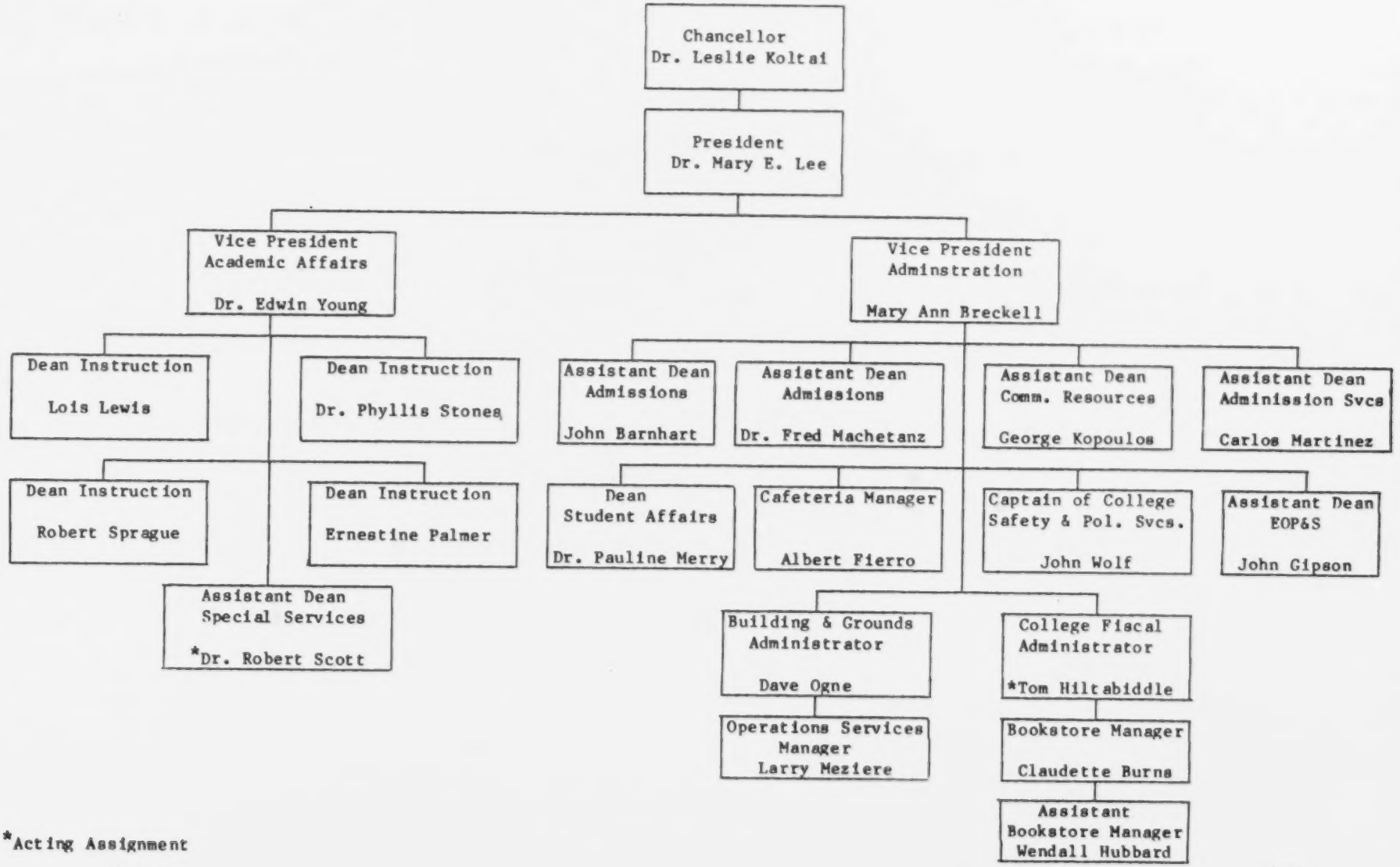
Valley College is adapting educationally and financially to the changing population of its service area and to the needs of its constituents, while adjusting to the fiscal constraints under which the Los Angeles Community College District must function. The administration, faculty and staff work in an atmosphere of collegiality, with positive approaches to problem solving and a high degree of pride and commitment to the College's primary goals and objectives: "meeting the needs of the students and the community."

The high quality of its personnel has been one of Valley College's strong points. Faculty competency is reflected in the success of its students and in the external recognition given many of them through scholarships, grants, fellowships and honors. Many certificated and classified personnel participate in national, state and local governmental, cultural and educational activities; they serve on committees and perform in several capacities through various media.

Instructional and student support services remained strong in 1984-85, in spite of reductions in personnel, limited resources, and lack of equipment and maintenance. The college administration, Departmental Council Curriculum Committee and Faculty Senate made changes in the graduation patterns which conform with District and State objectives and which better meet the varying goals of students.

Instructors reported outstanding accomplishments for students from most departments. The athletic awards were noteworthy and the programs were cost efficient. Despite the fact that Valley College offers a balanced curriculum and attracts students to its educational programs, the College is planning realistically for a leveling out in student enrollment. For this reason, long-range planning at the College includes continued efforts to maintain liaison with auxiliary organizations, develop the Foundation of Los Angeles Valley College and continue fund raising efforts through grants, donations, and volunteer programs.

LOS ANGELES VALLEY COLLEGE TABLE OF ORGANIZATION, 1984-85



*Acting Assignment

West Los Angeles College

THE COLLEGE

Community Served by the College

West Los Angeles College (WLAC) is located in the Baldwin Hills, adjacent to Culver City, and serves the following major communities in the western region of Los Angeles County: Culver City, West Los Angeles, Westwood, Westchester, Crenshaw, La Tijera/Windsor Hills, Mar Vista, Palms, Venice/-Marina del Rey, Beverly Hills, Brentwood, Pacific Palisades, Playa del Rey and Century City. The total population of the service area was more than 500,000 in 1980. Characteristics of this population vary widely by location. The ethnic distribution, for example, was 46% minority for the total population, with 28% black, 10% Hispanic, 6% Asian and 2% other. Whites, however, tend to predominate in the coastal communities and blacks in the interior portions of the service area. Education and income levels tend to be higher in the western than in the eastern portions of the area.

Enrollment characteristics reflect greater participation from the interior than the coastal sections of the service area. In Fall 1984, 50% of the students were black, 8% Hispanic, 7% Asian and 31% white. Among student survey respondents in Fall 1984, 56% reported incomes under $18,000. The proportion of freshman students was 63%; 79% of enrollment was part-time and 46% in the evening. Women were 57% of enrollment.

Programs and services are offered at the main campus, the Airport Center in Westchester, and at an outreach site in Marina del Rey.

Mission and Functions Statement

West Los Angeles College is committed to providing educational experiences of the highest possible quality for its service area residents. Eligible students include high school graduates, adults over 18 years of age who can benefit from the instruction offered, and high school students under advanced placement agreements with their respective high schools. The College believes in the dignity and worth of each individual. Recognizing the differences in abilities, skills, experiences, and purposes, WLAC believes in an equal and complete educational opportunity for all who enroll.

Educational programs and services, offered in a collegiate environment both on campus and in outreach locations, implement the following functions: lower-division college transfer, vocational, general, special and continuing education; student services and activities, and community services. The College sees itself as the educational and cultural center of its service area.

College Goals

As a comprehensive institution of higher education, the College has established the following goals (not in priority order) which describe the purposes of institutional functions:

1. General education shall emphasize learning experiences which help students attain knowledge, achieve skills and develop appreciations, attitudes, and values which all students need for an effective and well-balanced life in a democratic society. All programs and services for students have responsibilities towards the realization of this goal.
2. Career education shall provide intensive and thorough training leading to employment, the upgrading of skills for persons already employed, or retraining for employment in skilled, technical, business and service occupations.
3. Transfer education shall offer courses that enable students to satisfy the lower-division requirements for upper-division work in accredited baccalaureate institutions.
4. Student services shall provide a guidance program which includes educational, career, and personal counseling. Other services shall assist students with self-appraisal and with planning for and obtaining available employment, and generally contribute to students' success in college. Guidance through students' contact with faculty as well as counselors is an integral part of the student services program.
5. Student activities shall provide a variety of experiences that have educational value for students as responsible individuals, citizens, and social paraticipants.
6. Special education shall provide a program meeting the special needs of educationally disadvantaged and handicapped students through special course offerings, instructional assistance and supportive services.
7. Community services shall provide opportunities for people to participate in a variety of non-credit classes, workshops, and seminars, as well as recreational and cultural activities.
8. Continuing education shall provide classes which offer opportunities for a wide range of personal and occupational competencies that supplement two-year degree curricula.
9. Campus facilities shall provide a collegiate, physical environment which supports the College's mission.

College Organization

The 1984-85 Organization Chart, shown on the last page of this narrative, represents the 1982-83 reorganization plan which consolidated three dean positions into two vice-presidencies. All Academic Affairs deans are assigned supervisory responsibility over one to five instructional divisions in addition to other specified duties.

Instructional Programs

Transfer. Despite an overall drop in enrollment, transfer programs have remained healthy, particularly in English, mathematics, law, speech, and economics. The Curriculum Council has continued to review general education requirements and to adjust program descriptions for the catalog. It has become increasingly difficult to offer second-year courses. Accomodations are needed to reverse the pattern of student flight from the College to other districts for sophomore level courses. One step that has been taken is the AT-WEST Program, which should reverse the trend. In December, 1984, when the University of California at Los Angeles (UCLA) invited WLAC to participate in its redirect program, the faculty began shaping an Accelerated Transfer Program which the administration agreed to support. In this program a student redirected from UCLA would be guaranteed the opportunity to complete a major in Letters or Science plus a core of general education requirements within a two-year period. This endeavor will be expanded to include other universities and other majors. California State University, Dominguez Hills (CSUDH) has already agreed to participate and discussions are being held with California State University, Northridge (CSUN). The program will open the door to discussions with faculty counterparts at the universities; it will also provide transition events for WLAC students to get acquainted with campus life at four-year institutions. To support this effort further, WLAC is preparing a proposal for State funding of its Transfer Center.

Vocational. The career/vocational programs have been substantially strengthened during the past year. A campus-wide advisory committee met during the year to discuss goals and objectives of instructional and support programs; to develop coordination of vocational education with transfer, general education, and support programs; and to discuss federal, state and district issues. Vocational Education Act (VEA) funds were effectively used to support on-going instructional and support service areas. Computers were added to improve the Travel program and to expand the Computer Science laboratory. Nursing and Dental Hygiene received additional audio-visual aids. Such additions will serve to bring the curriculum up-to-date and to improve retention. Sex equity services, as well as support services for women, handicapped students and the tutoring program, also utilized VEA funds to improve assistance to students through seminars, workshops, and new services. The advisory committee helped produce a three-year master plan for career/vocational education that will give direction to the future in these areas. The anticipated 1985-86 funding will move the campus closer to the institutional balance desired. New student data indicated that these improvements have proved eminently successful.

Developmental. The developmental program continued to function on the same basis as the previous year. Students were placed into classes based on scores in the ACCESS placement examination. In the reading and writing

areas this did not prove satisfactory. The lowest level reading classes had very low enrollments, which was a strong deviation from previous years, particularly considering the influx of limited-and non-English speaking students. In-class analysis of student abilities indicated that the cut-off scores for various levels needed serious revision, and this was accomplished by a committee during the spring semester. The English Department also reinstated a writing sample into the assessment program, and volunteers from the Department spent time reading and grading the samples for placement. The fall semester should demonstrate the value of these changes.

Reading and Writing Laboratories continue to grow in numbers of students served. Both have proved beneficial to the whole range of college classes as well as the more traditional English and psychology areas.

It was intended that laboratories be run by Language Skills Instructional Assistants, and this was the case during the fall semester. However, an unfilled vacancy in one of the positions forced the College to cover the Reading Laboratory with student workers--an unsatisfactory solution. It is hoped that this situation might be remedied by the fall.

In looking for better curricular approaches to the remediation problem, a committee of English instructors have developed a new course, English 99, to be used along with English 28 as a prerequisite to English 1. The course will be offered in the Learning Resources Center and will make extensive use of the Reading and Writing Laboratories. The course will be open entry-open exit, self paced, and offered in modules of one unit each, so that a student may take only as many units up to a total of five that he or she may need to prepare for college-level work. Efforts will be made to identify and recruit students in the various academic disciplines who need help but are not taking a remedial course. Strong faculty support has been given to this approach.

Instructional Support and Student Services

Library and LRC. Budget reductions, coupled with an increased inflation rate in the publishing business, have severely reduced acquisitions in the Learning Resource Center (LRC). Periodicals have been especially cut back, as have audio-visual purchases. An additional allocation to the book budget from the Chancellor helped to keep the collection barely up-to-date. It is becoming more difficult to provide the supplemental materials necessary to support the instructional programs.

Loss of several positions along with all the student assistants forced the Library to close on Friday afternoons so that books could be reshelved. The lack of an electronics technician has presented other problems, particularly in television production and maintenance of audio-visual equipment. Seventy-five percent of audio-visual and television equipment is presently inoperable.

It is hoped that, in light of the Hayes report, a study will be made of the computer system needs of all the campuses, and that the College will

be relieved from the full burden of supporting the present system. It is important, however, that the present data base be protected and transferred to whatever new system is approved. This will require some time and funds and should be planned soon.

The LRC has continued to not only support the full instructional program but also to generate additional WSCH. In the Library, LMT 15, Research Strategy, has been taught with excellent response. In the Instructional Center several video courses successfully offered and will be continued in future semesters.

An outstanding improvement in the LRC services was the addition of the new electronic Language Laboratory in the Instructional Center. Funded under special grants, this move of the Laboratory was part of the proposal made three years ago to integrate all instructional services into one area. The new laboratory is technically state-of-the-art, utilizing four means of assisting students: audio cassettes, video tapes, computer programs, and individualized personal tutoring.

Counseling and Service to Special Clienteles

Counseling. During 1984-85, counseling services expanded somewhat despite budget reductions. Two areas of growth were in F-1 Visa students and the development of a Transfer Information Center. A counselor and a clerical position for foreign students were added to the staff. As a result, the enrollment of foreign students has increased from 8 to 54, with the possibility of another 200 in the next year.

The Transfer Information Center is coordinated by one counselor as a part of her duties and is staffed by a student assistant and representatives from five universities. The latter are available on a regular schedule. The quality and quantity of information has improved markedly. The Center also offered a series of well attended workshops, initiated a newsletter, and, through the assistance of alumni, began a Transfer Center mentor program.

Assessment continues to be a major counseling function. During the year, 1,348 students were processed through the ACCESS Program. In addition, the Assessment Center administered 144 tests for Nursing admissions.

Counseling continues to regularly visit over forty high schools as part of the recruitment effort. It also counsels all students returning from disqualification. Despite staff reductions, the Counseling Center continues to function successfully. Research indicates that 66% of WLAC students availed themselves of counseling services; these included 76% of day students and 46% of evening students. The figures suggest that additional counseling hours might result in better evening retention.

The Career/Life Planning Center is not a part of the Counseling area but is attached to Administrative Services. It continues to offer career counseling and information, assessment, interpretation, advisement, and college entry assistance. Over two hundred students participated in the

program. Over 750 students used the Eureka (Computerized Career Information) System. Classes in Personal Development, focusing on career planning and assessment, were taught. Emphasis has been placed on helping the "undecided" student and the Center was awarded an Instructional Improvement Grant to expand the program.

The Skills for Success Program was expanded with the addition of audio cassette programs, video tapes, and books. The Early College Experience Program continues to work with high school students who want to gain college experience.

The Career/Life Planning Counselor participated in a VEA job shadowing project which permitted him to work with business and industry in telemarketing, CAD/CAM, financial planning, software development, and robotics.

EOP&S. Extended Opportunity Programs and Services (EOP&S) was affected by the District centralization of financial aid, which created delays in awards and the need for joint meetings to maintain delivery of services. Nevertheless, EOP&S experienced positive development. A book voucher system was developed and EOP&S also assumed responsibility for emergency loans and the dissemination of scholarship information. A strong effort has been made to integrate EOP&S with other campus areas, including tutoring, financial aids, Project ACCESS, cooperative education, child development and the Career Center. The Office cooperated with the Ford Foundation transfer program on campus and the counseling area to provide student visits to neighboring universities in order to promote transfer.

The EOP&S staff successfully coordinated the Black American Day Program. This was part of an effort to motivate students to persist in meeting goals. With plans to continue similar programs and with procedures implemented to improve service, it is anticipated that the program will progress further in the coming years.

Veterans. During the past year the College has tried to provide the same service to veterans as in the past. Veteran services were incorporated into the Admissions and Records Office as part of the One-Stop Student Services Building. A full-time Veterans Clerk and Veterans Counselor were available daily. New procedures to improve service were implemented and better follow-up of both new and continuing veterans was started. Constant contact was maintained with the Regional Veterans Administration Office in order to improve administration of services. A compliance survey made by that office in March, 1985, indicated only one item requiring corrective action, which had already been taken in December. A total of 211 veteran claimants were enrolled in the College, 109 in the fall semester and 102 in the spring.

Handicapped. The State allocation for Handicapped Student Programs and Services (HSP&S) funds for this year was sufficient to cover salaries of permanent personnel plus a moderate amount for support of on-going services. There were no funds for expansion or additional services. With VEA funds, a computer-assisted instruction (CAI) station was ordered for use by handicapped vocational students, and the wheelchair van continued to be financed through a contract with the Department of Rehabilitation.

Approximately 150 students, including six in wheelchairs, received some kind of assistance from HSP&S this year. The most common disabilities continue to be lower back injuries, diabetes, heart problems, and emphysema.

Returning Women. The Center for New Options, a part of the Counseling Center, serves the needs of students, both male and female, who are returning to college. It provided career and academic counseling as well as a series of workshops. Services to women funded by VEA provided career assessment, individualized counseling, and career oriented workshops for women students enrolled in non-traditional vocational majors. Fifty-three student contacts were made through this program.

The VEA sex equity project focused on the recruitment of high school students into vocational programs non-traditional to their gender. Visitations and presentations were made to approximately 440 students and specialized recruitment materials were developed and disseminated.

Financial Aid. This was a year of great change and disequilibrium. All regular financial aid staff assigned were administratively transferred and the Financial Aid Office was staffed by provisional employees until October. No regular supervisor was assigned until March. The reduction of regular staff from five to two had a negative impact on the Offices's ability to adequately serve student needs.

The transition to centralization created severe delays in the award and distribution of financial aid to students. Only 338 students received awards this year, considerably below previous years. With the implementation of fees, financial aid staff were assigned the task of providing fee waivers, deferments, and credits. This made it necessary to increase office hours in order to maintain a "one-stop" registration process. It is hoped that the future will improve articulation between the Central Financial Aid Unit and the College, which should make services more efficient, and the accountability of funds better clarified.

The Financial Aid Office also administered the scholarship program and hosted the annual Scholarship Banquet.

Admissions and Records. Despite a 40% reduction in staff, the Admissions Office was able to maintain required procedures and handle the registration and records processes. Mail registration proved successful, with 1,704 packets being processed in the fall and 1,965 in the spring. In-

person registration was 8,917 in the fall and 7,545 in the spring. A total of 10,553 applications were processed in the fall and 7,545 in the spring.

One-stop registration was implemented in the fall semester and included the Business Office portions as well as Admissions. The Veterans Office was assimilated into Admissions and has remained a function even though a vacancy in a Clerk's position has not been filled. The Office has picked up additional duties in other areas, such as pulling records for counselors and collecting admissions materials for Nursing. An Information Clerk was also moved into the Admissions area, but without provision for an additional telephone line.

Student Activities. Student activities were reduced due to lack of student government personnel. Only five Associated Student Organization (ASO) offices were filled during the year. Despite its lack of members, the Student Activities Office and the ASO sponsored many events, including Black History Month, Dean's List Receptions, Scholarship Receptions, and Multi-Cultural Week. It is hoped that the Student Center can be remodeled or expanded to provide a more comfortable environment for the students.

Special Services

Child Care. The Campus Child Development Center (CCDC) provided services to 47 student families in the fall and 40 student families in the spring, for a total of 108 children. The Center was at 100% utilization during the fall and 80% during the spring. The Spring 1985 Parent Survey indicated that 95% of the parents were female, 57% black, 29% Caucasian, and 43% between the ages of 25-29 years; the average age was 28. Sixty-five percent of the families had incomes below $9,000 with 58% of those families with 3 or more persons.

The CCDC also provided supervised training and observation to practicum students in Child Development classes. Other activities focused on the Center's tenth anniversary, with a Toast and Munch, Open House, Bake Sale, Districtwide Picnic, Center Workday, and Balloon Launch. Parents were offered free health examinations for the children and a picture day, also for the children. The Parent Advisory Committee met throughout the year and kept the parents updated on activities and issues.

Tutoring. The Tutoring Center, although reduced in scope, continued to serve large numbers of students in a variety of subject areas. A reduction in allocated funds from EOP&S and VEA forced the Center to concentrate its efforts in basic skills areas and vocational programs such as English, mathematics, accounting, computer science and office administration. Limited tutoring was available in the academic areas until mid-spring, when some additional EOP&S funds were made available. Faculty information indicates that tutoring has had a strong effect on class retention and student success.

The assignment of a faculty supervisor over the area in the spring permitted reemphasis on tutor training and recruitment, with consequent improved service. Plans have been made to expand the service in the coming year.

Reading and Writing Laboratories were continued under the direction of the Language Skills Instructional Assistants, and expanded their functions by serving students from all areas of the College who were in need of reading or writing help. As noted above, the Reading Laboratory continued in limited operation with the help of student workers when the filling of one vacated Instructional Assistant position was not authorized.

Computer Assisted Instruction (CAI) also continued to grow in use, although it is only maintained through EOP&S student workers. Three additional computers, no longer needed by Computer Science, were loaned to the area, expanding its service capability. More faculty, particularly in the skills area, have been organizing courses based on supplemental CAI skill development.

Job Placement. Job Placement Services was renamed Job Information Services after the elimination of the Job Placement Coordinator position. A job board is maintained in the Student Services Building with employment opportunities received by phone or mail. The office received over 3,500 such notices from a wide range of employers that included civil service and temporary positions. The greatest number were in the general office category. A successful Job Fair was planned and held with the cooperation of EOP&S and Cooperative Education.

Community Services

The 1984-85 was a transitional period with significant negative changes that resulted in a deficit fiscal status. However, improvements in programming and staffing were made that should contribute significantly to fiscal health in 1985-86. Negative factors included uncertain staffing, the enrollment drop in credit classes, and the delayed distribution of the summer Community Services class schedule, which severely reduced enrollment and normal summer revenues. There have been five project directors in 14 months and there is still no permanent incumbent. However, some personnel stability was achieved with the addition in May of a permanent, experienced Community and Student Services Aide. Un-classified costs have been reduced by cutting the computerization project and using work-study student assistants for registration.

Non-Credit Classes. Approximately 500 classes were offered, but there was a high cancellation rate in the summer due to the late schedule publication. Total enrollment for the year was 4,543, down from 5,852, a 22% decline from 1983-84. Program revitalization has been constant with three emphases: closer ties with the credit program, more business/professional offerings, and a large influx of new recreational and personal development classes to break the pattern of repetitive offerings each quarter. Credit program ties include the computerized travel reservations system course,

expanded English as a Second Language offerings, and plans for a readiness program as part of the AT-WEST Program.

Events. The principal event reflects the new business/professional emphasis; it was the first Small Business Expansion Program held in conjunction with Security Pacific Bank, SAF, Inc., the Small Business Administration, and the local Chamber of Commerce.

Special Services. The program now offers Traffic Violator's School, expanded personal security courses and access to the LRC through the Language Practice Institute and the Computer Passport Program. Community Services is attempting to furnish the community with "academic" facilities in the absence of the gymnasia and theatres offered by "complete" colleges. The response is encouraging.

The groundwork has been laid for a more profitable 1985-86. When staffing becomes stable with a permanent project director, the program's potential for profitable service to the community should become a reality.

Administration and Planning

Long-range Planning. After many delays due to changes in officers, an ad hoc committee of the Academic Senate was formed to work with the Dean of Planning and Development in creating a credible planning process. The ad hoc committee met a number of times with the dean during the spring semester and arrived at a revised version of the process originally submitted to them by the administration. A report with recommendations has been submitted to the President. If approved, it is hoped that the process will be implemented in the fall semester.

The process calls for a Planning and Priorities Council which will make recommendations on collegewide long-range priorities. These recommendations will govern the long-range planning for all areas of the College, including maintenance and service areas as well as instructional departments. The plans would encompass budgetary and capital construction decisions along with the more typical portions of the Educational Master Plan. Built into the plans would be a regular three-year rotating evaluation of all areas of the College, which would benefit the planning process as well as the accreditation requirements.

Major Research Projects. Regular research continued on student characteristics, high school enrollments, and community patterns. In addition, more attention was given the results and information produced from the ACCESS Project. There has not yet been sufficient staff time to make truly effective use of this latter information. A research plan is being developed, however, using guidelines from the various administrative areas.

A special project was undertaken during the spring of 1985 to measure faculty and student perceptions of the state of the College and the effectiveness of programs and services. Separate questionnaires were distributed to faculty and random classrooms of students. The returns were more than sufficient to be significant. The results indicated that the faculty felt that there had been little deterioration yet in the quality of instruction but that there was severe instability in the structure of the College and its programs and services. This instability was a result of fiscal uncertainties and the apparent lack of District planning to deal with them. The student response on the quality of programs and services indicated some but not much decline from the assessment in a similar survey administered two years ago.

Special Fund Development. The College was the recipient of grants from the Department of Education for Cooperative Education ($6,300), from the Ford Foundation for the continuation of the Urban Community College Transfer Opportunity Program ($4,200), and from the California Community College Fund for Instructional Improvement ($10,000). The latter project is to select and publish a districtwide sample of student paragraphs and essays. The booklet will be used to more uniformly place students in classes and to standardize grading. Additional proposals were developed for the California Academic Partnership Program (CAPP) and Transfer Center grants. The latter had not yet been awarded at year-end.

To improve the funding mechanisms at the College, the West Los Angeles College Foundation was reorganized, expanded and recognized by the Board of Trustees as an auxilliary organization. The College plans to use the Foundation board as a base for establishing regular fund raising mechanisms. In addition, the West Los Angeles College Alumni Organization was started under the sponsorship of the Office for Planning and Development. Although small in size, it is continually gaining membership and has established regular officers and procedures. During the year, it sponsored two reunions of former students, two music programs, and the Alumni Mentor Program in counseling.

Public Information. Under the new organization of public information, a Public Information Officer is shared with other colleges; there has been an actual increase in the quality and distribution of news and information. Other means are also employed, including participation in District efforts, mail of the President's Newsletter to community members, and a pilot, high quality pre-print publication distributed through the Los Angeles Times.

Community Relations

Articulation. Although articulation is officially a function of the District office, WLAC has moved into a more active role on its own behalf. As part of the AT-WEST program, the faculties of English, political science, mathematics, physics, foreign language, and philosophy have conferred either individually or in groups with similar faculties at UCLA. Corrections will be made in previous agreements in the areas of philosophy

and political science. Similar meetings have been held with faculty at California State University, Los Angeles, and Mt. Saint Mary's College. Counselors and administrators have also participated in talks with staff at both high schools and senior institutions.

Contacts with Business and Industry. Contacts have been carried out in several areas: through membership in several Chambers of Commerce, the President's community activities, the West Los Angeles College Foundation, and vocational education advisory committees. Furthermore, special short-term courses for employees of local businesses have been given and more are planned. These are often conducted by faculty and administrators in their free time.

Administrative/Fiscal Services

Facilities. Several improvements were made to the physical plant during the year. The foam roofing at the Airport Campus was resealed for water-proofing requirements. The LRC reroofing contract was completed, although some corrections are still necessary. The campus highway vehicles were smog-tested. The Theatre Arts building air conditioning units were raised, with new platforms and the foam roofing resealed. Necessary alterations and improvements for installation of the new Language Laboratory were completed and physical arrangements were made for the new Nursing laboratory. The old Nursing trailers were removed. New directional signs were posted around the campus. As a donation from the Los Angeles Olympic Organizing Committee, practice facilities for hammer throw, shot put and javelin were installed. Of particular significance was state approval for Phase 1 of permanent facilities at the Airport Campus.

Security and Safety. College Police suffered severe manpower losses due to resignations. Coupled with the lack of regular clerical help, this resulted in excessive response time to emergencies. Despite this, the College maintained its reputation as the safest campus in the District. Illness/injury reports increased but burglary/theft reports declined. There was a slight increase in incidents of disturbance of the peace. Overall, the College Police provided adequate coverage while using part-time clerical and officer staff.

Plant Operations and Maintenance. With continued decreases in numbers of operations and maintenance personnel, it has become necessary to reorder priorities, eliminating some activities and deferring others. Results are reflected in the shabby appearance of facilities and grounds. Equipment deterioration is also worsening the situation.

Energy Conservation. Due to lack of funds and personnel, no new projects were completed. Two projects had been proposed: off-peak cooling for the main campus and more efficient fluorescent lighting for the Airport Campus.

Budget. With reductions in the classified staff, heavy burdens were placed on the College in attempting to conduct its essential functions. This was particularly true of the Business Office, Admissions and Records, custodial staff, and the clerical/secretarial areas. Fiscal management required numerous budget adjustments and transfers to conform to realignments required in specific object and activity codes. The College returned $210,000 from the classified accounts and $50,000 from non-salary accounts to the District as part of the mandated budget reductions resulting from salary increases. These, coupled with a reduced budget, adversely affected the College's ability to support its programs and sustain employee morale. Despite these concerns, the College's constituencies were able to adapt enough to cope with shifting fiscal conditions and meet the goals and objectives of the 1984-85 Operational Plan.

Personnel Services

Procedures and Recordkeeping. This area is an amalgam of computerized and manually-created employee files. District changes in classified hiring procedures had to be communicated to staff, and were learned and applied. In order to reduce delays, personnel assignments were reviewed by Business Office staff for correct budget accounts. Errors were caught but delays still occurred for other reasons. Corrective measures were instituted in areas the College could control: elimination of unnecessary procedural steps, reduction of files, logging of personnel actions and the establishment of systems that provided audit trails. Manual controls were created for all regular positions. These will be computerized via microcomputer during the next year.

Affirmative Action. The 1984-85 Affirmative Action Report provided evidence that the College maintains a firm commitment to equal opportunity. District and Campus procedures have been aggressively applied to all personnel selections. Plans have been made for continuing these procedures, even under severe retrenchment or reorganization.

Staff Relations/Labor Concerns. The acute shortage of classified staff has made it extremely difficult to deliver services to students. Staff redeployment has been utilized to cover crucial situations such as summer session registration. However, in spite of much prior consultation with administrators, individual employees and the bargaining unit, transfers have created considerable consternation and resentment among the employees involved. The College has consolidated several functions in order to better utilize existing staff. The lack of relief money has and will continue to present serious problems in meeting peak service needs in areas such as admissions, business services, bookstore, counseling, financial aid, and the Airport Campus. More planning needs to be applied to meeting these peak-time needs.

Staff Development. With more pressures threatening the morale of employees, staff development became a higher college priority. A variety of seminars and workshops were offered, including: Chats with the President, Time Management, Working with Your Computer, Stress Workshops, Memory Improvement, and Legal Issues. A weekly fitness program for all staff was developed and offered as a one-unit class; thirty staff members enrolled. Consultations with the Academic Senate and the Classified Council have led to plans to strengthen the advisory committee, in order to broaden and coordinate offerings with "Flex Day" plans while expanding the scope of staff development activities.

SUMMARY

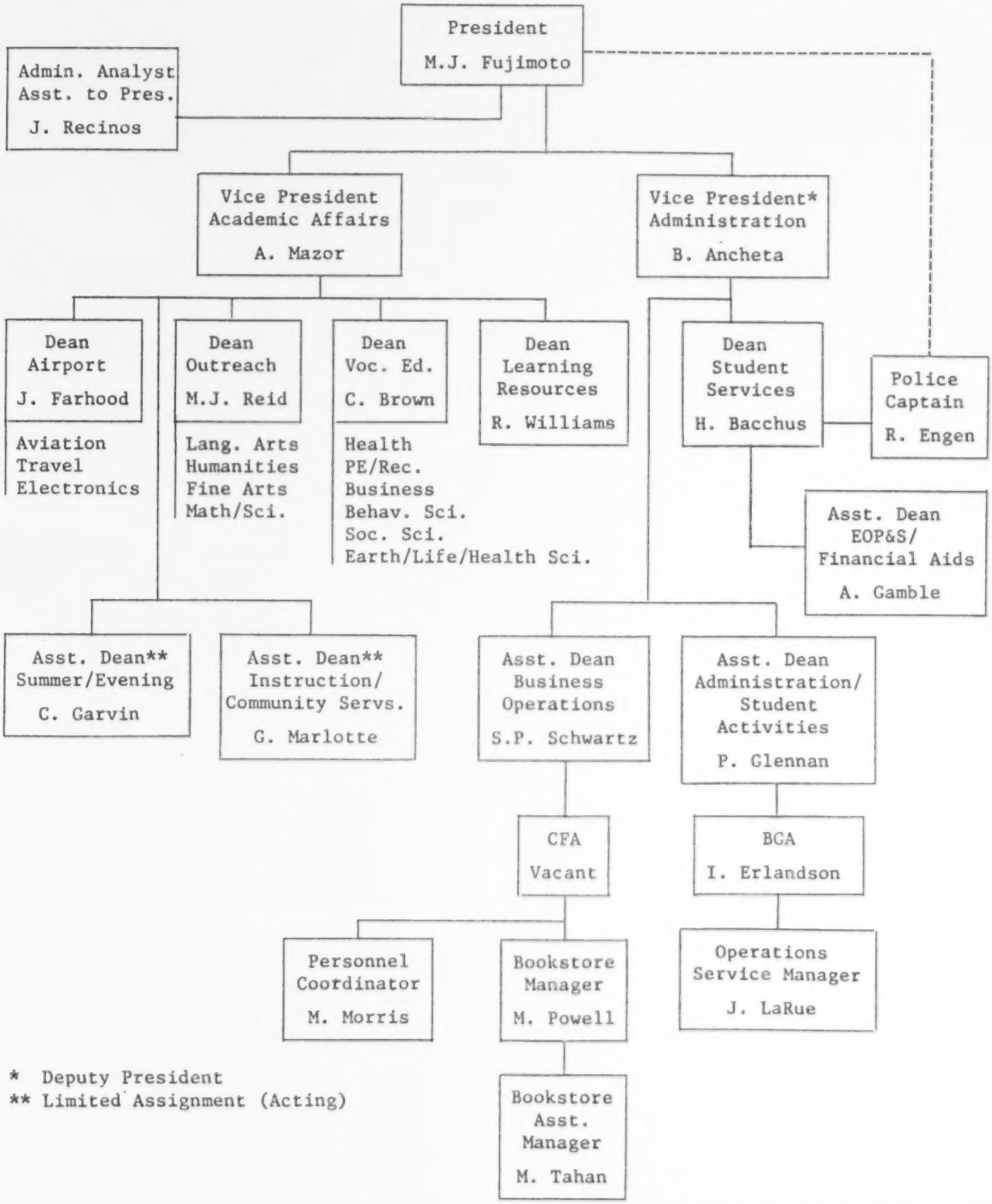
One of the prominent weaknesses in human perception is the lack of ability to discern exactly the zenith or the nadir of the curve of events in any situation. Consequently, it is not possible to tell when one has "hit bottom" or reached the top. The resulting uncertainty encourages one to keep striving to improve the situation on the assumption that the curve is on an upward arc. Such is presently the state of West Los Angeles College.

It has been a difficult year in many ways. The lack of resources which may have been perceptible in only a few areas in previous years has now affected the entire College. This is particularly true in the area of classified staff, where the losses have severely affected the delivery of services. Consequently, old routines can no longer be considered routine. Other areas have also been affected, such as facilities and equipment maintenance, equipment replacement, and the important maintenance and growth of the library holdings, an area crucial to any collegiate institution and to its accreditation.

At the same time there has been a resurgence of interest and activity in several areas that can only help the growth and development of the College. Prominent among these is the activity directed towards improving the transfer process and programs. This activity includes the AT-WEST program, the interaction of College faculty with those in senior institutions, and the development of the Transfer Center. Other areas are the development of new approaches to basic skills and the completion of the basic planning process for the College which, when implemented, should assist in maintaining some direction in these chaotic times.

Both of these trends, the resource decline and the renewal activities, particularly in the transfer area, are an integral part of the West Los Angeles situation in 1984-85. The feeling seems to be growing that the former must be absorbed within the latter, and the new planning process should assist the College in keeping its direction clear while overcoming and resolving its problems.

WEST LOS ANGELES COLLEGE 1984-85 ORGANIZATION CHART



* Deputy President
** Limited Assignment (Acting)

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
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